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ABSTRACT

This compilation documents steps taken by approximately 90% of the state universities and land-grant colleges to involve students in governance, and to develop policies and procedures aimed at handling disruption. Part I, dealing with student participation in university policy making, is subdivided into: participation in governance, membership on committees, participation on search and screening committees, self-studies and evaluations, communication and consultation with students, involvement with boards of trustees, ombudsmen, and adoption of student suggestions. Part II contains policies on obstruction and disruption, student codes, preparedness for disruption, policies and practices regarding police, and policies on firearms. The survey strongly indicates that universities have "been making diligent efforts to deal with legitimate concerns." (JS)

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CONSTRUCTIVE CHANGES TO EASE CAMPUS TENSIONS

State and land-grant universities take positive steps
to involve students and curtail campus disruptions

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TABLE OF CONTENTS

For convenience in organization, the information from state and land-grant universities has been subdivided into the following categories:

INTRODUCTION iii

I. STUDENT PARTICIPATION IN UNIVERSITY POLICY-MAKING

Student Participation in Governance 3
Student Membership on Committees 8
Student Participation on Search and Screening Committees 14
Self-Studies and Evaluations 17
Communication and Consultation with Students 20
Student Involvement with Boards of Trustees 25
Ombudsmen 28
Universities Adopt Student Suggestions 30

II. POLICIES AND PROCEDURES ON CONDUCT AND DISRUPTION

Policies on Obstruction and Disruption 37
Student Codes 44
University Preparedness for Disruption 47
Policies and Practices Regarding Police 50
Policies on Firearms 52

"This urge to be free, to live one's own life, has moved onto the university campus. . . . The majority of the students are not rebellious or alienated, but they want to participate in structuring the society in which they live. The moderate students will move gradually to independence and will manage very well. They will be stronger men and women as they accept greater responsibility.

"It is essential that the University continue to be a decent, courteous, self-respecting community, but this ideal must be defined and enforced by the citizens of the community themselves–by the students and the faculty, with what art and craft administrators can use to facilitate the process.

"The core of the University's function is the principle of free inquiry and the use of facts and reason to change opinions and policy. Today those principles are threatened by those who claim superior insight and greater moral understanding, and who are prepared to subvert by force the rights of the open campus to achieve their ends."

– President John W. McConnell
University of New Hampshire

INTRODUCTION

This compilation deals with one of the most critical subjects in higher education today: the governance of the university. In recent years, unprecedented violence and obstruction on the campus, caused generally by small groups of students, have attracted a major share of the nation's attention. Unfortunately, the many positive activities in higher education, far outnumbering disruptive or violent campus demonstrations, have been neglected.

While many universities were admittedly unprepared for and caught off guard by the first rounds of disruption, this is no longer the case. Colleges and universities throughout the country have now designed specific procedures and policies to protect their campuses and to guarantee the rights of those engaged in normal university activities to continue their pursuit unhampered. At the same time, the institutions have moved to safeguard and preserve the traditional, critical rights of dissent and peaceful protest so fundamental to academic freedom and our way of life.

In addition, while disapproving of many of the tactics used to present grievances, universities have also been making diligent efforts to deal with legitimate student concerns, and to involve students more deeply in campus governance. Although students have participated in campus decision-making at some universities for many years, in recent years this involvement has been intensified and expanded. Similarly, in recent years, an unprecedented number of specific reforms and changes have been adopted on campuses across the country in direct response to student concerns.

In short, the universities are making firm plans to deal with dissent if it threatens to disrupt. But even more important, at the same time they are taking major steps to eliminate the causes of legitimate student discontent.

State and Land-Grant Universities Take Postive Steps

To document these points, the Office of Institutional Research of the National Association of State Universities and Land-Grant Colleges has collected examples of positive steps taken to produce constructive student involvement and campus reform. Using a variety of sources, including university policy statements, news releases, addresses, committee reports, and press reports, information has been assembled from institutions in 49 states and the District of Columbia. Approximately 90 percent of the Association's membership is represented in this information. The institutions not included are not omitted because they are not doing anything in these areas, but only because information from them was not available at the time this report was prepared.

In addition, despite the large number of specific examples of positive steps cited here, this is by no means a comprehensive national survey. Not all relevant programs from NASULGC institutions have been covered—again primarily for lack of information in the OIR files. There is no university in the Association that is not making significant efforts to deal with student concerns and unrest. In the future, in fact, OIR hopes to issue a supplemental report to include some of the information omitted here.

The findings of this survey are nonetheless impressive, and they significantly bear out conclusions reached in a more thorough national survey of a sample of *all* higher education institutions. That survey was conducted this past summer by Alexander W. Astin and Alan E. Bayer of the American Council on Education. The study, entitled *Campus Disruption During 1968-69,* states:

> It would appear that most colleges and universities are attempting to respond in a meaningful and appropriate manner to major campus protest when it occurs. Discipline has been used frequently in responding to violence. Major efforts have also been made to modify curricula and racial policies and to increase the student's freedom and power. Moreover, our data show clearly that the majority of institutions, including those where there was no major protest during the 1968-69 academic year, instituted substantive changes in rules or policy during the same period of time.

This last statement is particularly relevant to state and land-grant institutions. Because of their efforts to keep open effective channels of communication with students and for a variety of other reasons, many state and land-grant institutions have not experienced disruptive protests. All, however, are studying current student concerns and seeking positive, constructive answers to campus unrest.

The American Council on Education study continues:

> Popular accounts of the campus "crisis" may often be misleading. That is, violence and disruption are not as "rampant" as some groups would lead us to believe, nor are institutions "irresponsible"–in the sense of attempting to curb violence–or as "un-responsible" in the sense of instituting major changes–as many have claimed. While the most dramatic incidents of violence or seeming institutional inaction are likely to be deemed the most newsworthy, the response to this national representative survey of institutions indicates that such incidents are not reflective of the "typical" American college.

The study concludes with mention of a key question confronting many colleges and universities this year: "How to encourage the expression of protest and social criticism and at the same time to preserve basic democratic processes and to protect the rights and privileges of all members of the campus community."

The information which follows dramatically and clearly indicates that state and land-grant universities in every part of the country–whether previously troubled by disruptions or not–have been wrestling with this question and have been seeking positive answers. Perhaps the most significant aspects of the examples cited in the following pages is their number. It is encouraging that so many institutions have in the past and are now devoting major amounts of time and effort to strengthening our system of higher education by giving students a major role in this task.

Two Major Sections of this Report

The information included falls into two broad categories: (1) student participation in university policy-making and (2) institutional policies and procedures on conduct and disruption.

1. Student Participation in University Policy-Making

The purpose of the first section–student participation in policy-making–is to demonstrate the genuine commitment that state universities have to meaningful involvement of students in this process, especially on matters that directly affect them. Through hundreds of examples, this section illustrates how colleges across the country have made special efforts–particularly in the past two years–to open new channels of communication between students, faculty and administrators and to enable students to contribute to institutional governance.

2. Policies and Procedures on Conduct and Disruption

The second section–policies and procedures on conduct and disruption–shows that in addition to their efforts to maintain effective channels of communication with students, state universities are taking steps to insure that minorities will no longer be able to disrupt the pursuits of the majority on campus. If there are students, faculty, staff members, or non-students who choose to ignore the channels available to them, the universities are prepared to deal with their efforts to obstruct or disrupt normal campus activities. This attitude is well summarized in a policy statement adopted this past summer by the Board of Trustees of the University of North Carolina:

> The University of North Carolina has long honored the right to free discussion and expression, peaceful picketing and demonstrations, the right to petition and peaceably to assemble. That these rights are a part of the fabric of this institution is not questioned. They must remain secure.
>
> It is equally clear, however, that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the rights of other members of the community cannot be tolerated.

I. STUDENT PARTICIPATION IN UNIVERSITY POLICY-MAKING

Of major significance is the growing amount of student participation in university decision-making. Many state and land-grant universities have pioneered in giving students a meaningful voice in university affairs. Nearly all NASULGC institutions have recently taken new steps to guarantee that students are included in the policy-making process on their campus, and particularly to guarantee that students have a role in formulating policies that affect them. The examples that follow focus on student participation in university policy-making through a variety of activities and projects.

"There are some who would say 'well, there are only a few troublemakers, and all the rest of the kids are just the same as they were in my day.' We do not agree with this. Yes, the violent troublemakers are few in number, but the great majority of students are *not* the same as a generation back.

"The majority may not be parading or demonstrating or sitting-in or battling police, but they *are* asking questions, challenging decisions, deciding to opt for what they have thought through and decided is right. . . .

"Our two universities, and universities everywhere, owe something to these young men and women. We owe them a decent hearing when they say things could be better in higher education. We owe them action and corrective action when an examination of the facts says that they are right and we are wrong. We owe them something more than a 'well, it's always been done this way' or 'we'll appoint a committee and study the matter.' And we owe them a chance to learn, free from disruption by those who do not want to learn."

Joint statement in football program
for Michigan State University–
University of Michigan Game
– Acting President Walter Adams, MSU
President Robben Fleming, UM

STUDENT PARTICIPATION IN GOVERNANCE

Although this section overlaps with the following one on committees, the focus here is on student participation in larger, campus-wide bodies, such as university senates and faculty senates. These are often the bodies that act on committee recommendations and that have a major say in final campus decisions.

ALABAMA

Showing concern for a student voice in the University Senate at *Auburn University*, the presidents of the Student Government Association and Associated Woman Students were named ex-officio to that body.

At the *University of Alabama*, students now sit on university-wide standing committees. Student Government Association leaders are consulted in new administrative appointments. In addition, classes evaluate their professors and courses for publication in a faculty-course evaluation newspaper.

ARIZONA

A new, experimental alumni-student-faculty-administration University Council went into operation at *Arizona State University* this year. The Council will consider broad matters of university-wide concern. Also at the University, students have an opportunity to be significantly involved in the formulation and enforcement of regulations relating to conduct through the Student Senate, Student Conduct Committee, Student Affairs Committee, other hearing boards of the University, and agencies within the colleges.

CALIFORNIA

Revelle College, one of the three colleges making up the San Diego campus of the *University of California*, has formed an experimental governing committee to advise the provost. Composed of faculty, students, and administrators, the group will be consulted on all student affairs except budgetary matters.

COLORADO

In a *Colorado State University* study of student participation in academic decision-making, 61 percent of the University's academic departments reported new types of student participation since spring, 1968. According to the study, students last year were involved in curriculum revision and teaching evaluation in more than 85 percent of the University's departments, a significant increase from the year before. Other areas with major increases in student participation were advising department heads and departmental government.

Also at CSU, the Faculty Council in October, 1969 adopted a revision in the Student Social Code giving self-governing student coordinating bodies the responsibility for establishing social rules in residence halls, fraternities, sororities, and other organizations. Student Government has for a number of years had the responsibility for allocating the student activity fee collected by the governing board.

DELAWARE

The *University of Delaware* is going beyond the committee system this year to experiment with a "Commission" system. Commissions composed of deans, professors, and students are being created to review academic plans. The commissions will hold open hearings which students, alumni, and other interested persons will be urged to attend. Commission recommendations will go to the provost and president. If the commissions are successful in academic matters, their use may be expanded to other areas like student affairs and planning.

FLORIDA

At the *University of Florida* the University Senate recently invited five representatives of Student Government to attend all open sessions of the Senate. The students may submit material for the agenda and address the Senate.

The Student Government sponsors a campus Rathskeller where students and faculty can meet, a book exchange, an "Accent" program of national speakers, an ombudsman for student help, a campus-wide orientation program by senior students for freshmen and sophomores, counseling on housing, and recreational activities.

At *Florida State University*, students are members of several student-faculty bodies dealing with student governance. In addition, the student body president has been named an ex-officio member of the faculty senate.

GEORGIA

Proposed revised University Statutes for the *University of Georgia* recommend that students be granted membership on the University Council.

HAWAII

An All-University Agenda Committee, with representation from students, faculty, and administrative groups, has been in existence at the *University of Hawaii* for the past year-and-a-half. The committee recently prepared a Statement of Standards for the university, which is now under consideration by governing bodies of the university. A Student Conduct Committee, with student representation on it, has been in operation since 1956. Student membership on the committee was recently increased.

ILLINOIS

Many boards and committees of the *University of Illinois at Urbana-Champaign* have been restructured in the past two years to enable a greater degree of participation and authority for students. For example, in June, 1969, the Board of Trustees authorized reconstitution of the Illini Union Board to give it greater authority. Board membership is primarily composed of students.

A year ago the Urbana-Champaign Senate replaced the Committee on Student Affairs with a Policy Committee on Student Affairs. Composed of eight students and eight faculty members, it is the "policy" recommending and coordinating committee of the Senate for all student affairs.

Students are members of a number of other important administrative boards and committees, including: Athletic Council, Campus Planning, Coordinating Placement, Financial Aid to Students, Housing Review, Long-Range Planning, Transportation, and Traffic.

Students at the *University of Illinois at Chicago Circle* hold membership on important Faculty Senate Committees pertaining to: Academic Freedom, Athletics, Budget, Educational Policy, Statutes and Bylaws, Student Discipline, and Student Affairs. The Office of the Chancellor also has included 70 students on 12 of its committees involved in the formulation of administrative actions. Chicago Circle students also served on committees that prepared reports presented at the school's Long Range Planning Conference held last fall.

INDIANA

Students can participate in every area of *Purdue University's* operation directly involving them. Every one of Purdue's academic units has mechanisms for student participation and consultation. Students are on many committees at Purdue.

As an example, the Council of the School of Industrial Management includes five faculty members and 22 students. The president of the Council attends all school faculty meetings. The school appeals board has two student members and the undergraduate committee, which has a voice in all academic and administrative matters, has four student members—two graduates and two undergraduates.

Students in the School of Science are represented on the faculty-student advisory board, which makes recommendations to the science faculty council.

IOWA

At *Iowa State University*, students are members of six of seven existing councils and 19 of 31 standing committees. Most of the committees in which students do not participate involve either faculty personnel matters or technical subjects like radiation safety. Committees with student representation include human relations, fraternities and sororities, student behavior, library, campus planning, and university academic standards. Councils with student representatives include instruction, international programs, and student affairs.

In addition, most departments have some sort of a student advisory committee and the dean of each college has a student advisory committee.

Within the last two years, the *University of Iowa* has approved a revised constitution of student government giving the Student Senate broad powers and jurisdiction over all phases of student activities, including allocating student fees.

KANSAS

A new system of faculty-student government is in operation this fall at the *University of Kansas*, following extensive study by a student-faculty committee and ratification by students in a referendum, the Faculty Senate at a meeting, and the Board of Regents.

The new system provides for a Faculty Senate and committees to deal with matters of exclusive faculty concern; a student senate and committees for matters of exclusive student concern; a University Senate and committees for matters of mutual faculty and student concern; and three University Boards, primarily to deal with discipline. Student and faculty membership on the University Senate committees is approximately equal. Each Senate also has a smaller elected council to act for it.

A University Planning Board, including student membership, was recently set up at the *University of Kansas.* The committee is charged with long-range planning in all areas of university life.

KENTUCKY

At the *University of Kentucky*, students are represented on the Board of Trustees, the University Senate, the University Judicial and Appeals Boards, and some dozen administrative committees with jurisdiction ranging from fees and student financial aid to parking and traffic control on campus.

MAINE

The *University of Maine* reports that student participation in University governance has existed for a number of years, although a significant expansion of this role has taken place in the past three years. There are now five student members of the Faculty Council, for example.

MARYLAND

The *University of Maryland* Faculty Senate in October voted to add 29 students as full-voting members, giving them a one-sixth vote in determining major academic and social policies. The action must be approved by the entire faculty and the Board of Regents. It has the backing of university President Wilson H. Elkins. Eighteen of the students will be undergraduates, 11 graduates.

MASSACHUSETTS

At the *Massachusetts Institute of Technology*, students are members (with or without voting privileges) of most Institute committees. All students may attend faculty meetings and those who are knowledgeable on issues under discussion are granted speaking privileges.

MICHIGAN

Wayne State University students have traditionally had representation on a wide range of University boards and committees. Among them are individual student governing bodies working with the deans of the separate schools and colleges within the University, the Student-Faculty Council (six faculty members, 16-18 students drawn from all schools and colleges), the Athletic Advisory Board, and the Financial Aids

Advisory Board. Last year at Wayne, a new student-faculty body, the Newspaper Publication Board, was formed to oversee the management and operation of the student newspaper.

At *Wayne State University's* experimental *Monteith College*, currently celebrating its tenth anniversary, students can help plan seminars or other kinds of courses and the college is able to set up new courses quickly. The Afro-American studies program now offered to general University students was first thought of at Monteith in May, 1968. By September, 1968 it was being taught. Students helped in the planning.

MINNESOTA

The *University of Minnesota* began its "consultative" policy more than 22 years ago. As explained by Edmund G. Williamson, Dean of Students, in 1967, the policy provides that "any decision affecting students or student affairs will go first to students for consultation. For example, the decision to liberalize women's dorm hours was made after three years of public discussion. . . ."

Students became members of the All-University Senate with full voting rights at the *University of Minnesota* for the first time this fall. The elected students represent the various colleges and schools within the university on a proportional basis of students enrolled in each college or school.

MISSISSIPPI

The *University of Mississippi* has student representation on its Academic Council.

MONTANA

At the *University of Montana*, student participation in governance has been greatly expanded by President Robert T. Pantzer through provision for equal participation and proportionate student representation on virtually every University-wide standing or *ad hoc* committee, including those concerned with curriculum, selection of personnel, physical facilities, or disciplinary matters. In addition, close liaison is maintained with elected student body officers by the president as part of the decision-making process.

The Student Body President at *Montana State University* has held a seat on the Administrative Council, chief policy-making body of the university, since 1965. This student officer is also invited to attend general faculty meetings.

NEBRASKA

At the *University of Nebraska*, students sit on 11 University Senate committees, including those on grading, intercollegiate athletics, and libraries.

In most cases, two students, all of them recommended by student government, sit with approximately five faculty members. In others, such as the new Council on Student Life, which concerns itself with nonacademic student affairs, eight students sit with seven faculty-staff members.

NEVADA

At the *University of Nevada, Reno*, students exercise major control over many student-oriented activities. For example, student conduct and control is the direct responsibility of Student Government through an all-student judiciary. Student Government owns and operates a student bookstore. Students are free to invite any speaker of their choice. Students govern their own activities. Student publications are entirely free of censorship and governed by a Student Publications Board.

NEW HAMPSHIRE

Last year, the *University of New Hampshire* completely restructured its form of campus governance. A single voting body, composed equally of faculty and students, replaced the present system of separate Student and University Senates. The new assembly consists of 30 students, 30 faculty members, 12 administrators, and five graduate students. Student "senators" are elected by their fellow students according to predetermined "voting districts" within the university campus. The new system was recommended by a Committee on Government Organization composed of 13 students, faculty, and administrators.

NEW JERSEY

At *Rutgers University*, the student body of each school or college offering degrees elects one student senator to serve with the University's faculty members and various administrators as voting members of the University Senate. Student Senators have full rights to participate in the affairs of the Senate, including the right to hold office. Faculty meetings at Rutgers have also been opened to students.

In addition, the presidents of the student governments of the several colleges sit as voting members on the University Student Affairs Cabinet with the several deans of students and other appropriate university officers. Students participate on policy boards of the University's several degree-granting divisions in a variety of ways.

NEW MEXICO

Three years ago, the University Faculty Senate at *New Mexico State University* voted to include student members. Two students are members of the Senate and two students are members of each of its sixteen committees. During these three years, the students have been excellent representatives, it is reported.

The Regents of the *University of New Mexico* have appointed a special committee on governance, including students, faculty, administrators, and alumni. The committee will function throughout the current year and will make recommendations for changes in governance.

A hearing board for campus disciplinary matters is made up of four members of the student body and four members of the faculty. Called the Student Standards Committee, this body may affirm or reverse disciplinary action already taken. In cases where action has not yet been taken, the committee may decide whether disciplinary action should be taken, and if so, the extent of it.

NEW YORK

In the 1968 Master Plan for *The City University of New York*, the Board of Higher Education pledged far greater participation by students and faculty in university governance and the decision-making process at all the colleges. In a far-reaching move in this direction, the Board adopted several resolutions as part of a comprehensive statement on "The Restructuring of Governance at City University":

Appointment of a Council of Overseers on each campus, composed of students, faculty, alumni, and community representatives, with increasing responsibility for governance.

A statement that it would "view with favor" the substitution of a new set of bylaws for any unit of the university which wishes to create and propose a new governance structure provided that the proposed system is (a) drafted by a joint student-faculty-administration group, (b) approved by referendum by 75 per cent of full-time instructional staff members who vote and 75 per cent of the voting student body, and (c) recommended and approved by the college president.

Establishment of two university commissions to review governance and admissions policy and to submit reports to the Board of Higher Education. The commissions are made up of faculty, students, administration, community representatives, alumni, university officers and delegates from the Seek Advisory Council.

A Student Advisory Council was formed to give students an opportunity to participate in policy deliberations. The Chairman and Vice Chairman will also attend meetings of the Administrative Council of college presidents and the Council of Deans of Students.

A Constituent Assembly was set up at *Cornell University* last spring to "investigate and make recommendations for a redistribution of power, and to include all relevant constituencies within the University in its governance." The Assembly consists of faculty members, students, non-professorial academic employees, other employees, administration, trustees, alumni, representatives of the black community and other special interest groups. The Assembly's Drafting Committee has come up with a proposal for a Cornell University Senate which would have 131 voting members, including 60 students, 60 faculty members, two alumni, the provost of the university, one vice president elected by the vice presidents, three non-exempt employees, two exempt employees, one non-professorial academic employee and one librarian.

A Student Cabinet, composed of the heads of student governments from 22 of the *State University of New York* campuses, met regularly last year with SUNY's chancellor. The aim of the cabinet is to promote constructive student involvement in university-wide programs. Presidents at all 68 campuses in the SUNY system report increased student involvement on major committees and increasing consultation with students in governance matters.

A new University-wide governing body including faculty, students, and administrators in the ratio of 5-3-2 went into effect this fall at the *State University of New York at Binghamton* as a result of referendums approving the proposal. At Binghamton, student committees on faculty personnel will also be created in each department, working in an advisory function parallel to faculty committees. A course and teacher evaluation system will also go into effect, with results made available to the faculty member involved, the student and faculty committees, and certain administrative officers.

For the last two years, the presidents of the five independent student associations at the *State University of New York at Buffalo* have served as full members of the President's Cabinet. Among the subjects reviewed by this body—which also includes representatives of the Faculty Senate and civil service personnel—are the roles of teaching and university service in decisions affecting promotions and appointments to tenure, overall research policy governing the solicitation and conduct of research projects, and minority group recruitment at the student, faculty, and staff levels.

Governance at the *State University of New York at Stony Brook* has been under examination by all segments of the campus community for the past year. An elected Commission of Twelve (half student and half faculty and staff) spent five months during the past school year reviewing university goals and policies. They prepared proposals, including one for a revised university governance, for submission to a university-wide referenda. Since May, 1969, negotiations and revision of the Commission's governance proposal has been going on among the existing governing bodies of the university.

Students recently participated in a number of committees that conducted an intensive review of the curriculum at Stony Brook.

Students hold membership on four judiciary boards, including the Student-Faculty Board on Student Conduct, the Student-Faculty Appeals Board, the University Hearing Board, and the University Review Board.

Students and faculty this fall have equal representation on the College Community Council at the *State University of New York, Geneseo*, College of Arts and Science.

NORTH CAROLINA

At the *University of North Carolina* students are participating in a revision of the General College curriculum and a reform of campus judicial procedures. They are also involved in the organization of a Graduate Student Association and on *ad hoc* committees to advise academic departments on curriculum matters. In addition, students are members of the Administrative Board of Student Affairs, the Athletic Council, and the Publications Board.

NORTH DAKOTA

The University Senate, major legislative body at the *University of North Dakota*, voted on October 2 to amend the University constitution to allow student representation. The action has been approved by the State Board of Higher Education. The University Senate presently consists of 54 faculty and administrative representatives of the University. Ten student members, to be selected by the Student Senate, would be added.

Five students and five faculty members serve on the board of directors for the *University of North Dakota's* Bookstore and are trying to find a way to lower the cost of books.

OHIO

Voting membership for 18 students in the University Senate was approved by the Board of Trustees of *Miami*

University in December. The action doubled the number of student members which had been originally proposed by the Senate, primarily a faculty body, last April. The board's resolution included a reminder that the action is temporary, pending further consideration of other university governance changes by President Phillip R. Shriver and various university agencies, "which shall include a permanent and continuing participation by student government." Student members of the Senate will be the holders of 18 specific campus offices. A pending proposal would have the same number chosen by general campus election.

At *Ohio University* a president's advisory council, including students, faculty, and administrators, has been appointed.

Students at *Ohio State University* now sit on the Faculty Council and the Council of Academic Affairs.

OREGON

A broad policy statement on institutional governance adopted last year by *Oregon's State Board of Higher Education* states that "students should be involved in the formulation of institutional policies, rules, and regulations governing student conduct and student participation in the affairs of the academic community." Students were involved in development of the policy statement and appeared before both the Board's Academic Affairs Committee and the full meeting of the Board at which the statement was adopted.

Students at *Oregon State University* hold membership on 32 university committees and councils that contribute to the formulation of university policy. These include the Student-Faculty Council on Academic Affairs and committees and boards dealing with examinations, intercollegiate athletics, student conduct, student publications, and university discipline. Students also participate in the development and review of university-wide academic policies and programs through joint meetings of the Executive Committees of the Student and Faculty Senates. Discussions are also in progress for the purpose of establishing a combined Student-Faculty Senate.

PENNSYLVANIA

The University Senate of *The Pennsylvania State University* has approved a resolution giving full voting rights to students. Students have sat on Senate committees for several years but have had a vote only within the committee. The Senate is a faculty legislative body which determines educational policy.

RHODE ISLAND

A President's Student Advisory Council is in operation at the *University of Rhode Island.* Students also sit on many policy recommending committees which make recommendations directly to the president. These include the Student Life Committee, Housing Committee, Memorial Union Advisory Council, and Association of Women Students.

SOUTH CAROLINA

Following a study by a committee appointed by the Governor, there has been more participation by *South Carolina State College* students and faculty in college affairs. Students are presently on all standing committees of the college with voting privileges. Student discipline is handled by student judicial boards, except when they feel it necessary to refer cases to a board composed of both faculty and student members.

At the University of South Carolina, a student committee, under Student Government, with limited faculty help, is working with the Dean of the College of Arts and Science on curriculum revision in the college. A sub-committee of black students is working on organization of an Afro-American studies program. Student representatives also meet with the general faculty of the school.

SOUTH DAKOTA

At the *University of South Dakota*, President Richard L. Bowen recommended in his State of the University message given on September 29 that students be given full voting representation on the University Senate, which is the University's general governing body on academic affairs. The Senate is a faculty organization currently including certain administrators.

TENNESSEE

University of Tennessee students now serve as members of the Faculty Senate. In addition, plans are underway to add students to the University's Administrative Council, which is the ultimate appeal agency on disciplinary matters and which adopts major policies on student conduct and standards.

TEXAS

At the *University of Texas at Austin,* last spring the Faculty Council was changed to University Council, with enlarged membership including three voting student members, and to establish a new faculty senate. The new Council held its first meeting in September.

Another new organization to be activated this fall at UT is a Faculty Senate, composed of elected faculty members of the University Council having administrative duties no higher than those of a department chairman. Senate recommendations will be conveyed to the Council.

The University Council and Faculty Senate were both created through faculty legislation and approved by President Hackerman, the UT System Administration, and Board of Regents.

UTAH

The major legislative body of the *University of Utah*, the Faculty Council, last year expanded its membership to include students and teaching assistants.

VERMONT

At the *University of Vermont*, students were consulted prior to faculty adoption of a major curriculum revision and experimental living-learning program. Students served on the advisory committee which recommended the experimental program focusing on seminars and lectures for groups of students living together in the same dormitory.

VIRGINIA

The Board of Visitors of *Virginia Polytechnic Institute* last spring approved a complete restructuring of university governance "involving close cooperation of faculty, students, and administration, and designed to include the view of all three groups." The changes involved

- restructuring and expansion of the existing University Council and addition of two student representatives
- creation of a 40-member Faculty Senate
- establishment of commissions for undergraduate studies, research and graduate affairs, faculty affairs, and undergraduate affairs, with student representation on all commissions except faculty affairs.

For many years, students at the *University of Virginia* have operated their own Honor System under which students accused of lying, stealing, or cheating are tried by a student-elected Honor Committee. Other offenses requiring disciplinary action are tried by a student-elected Judiciary Committee. When acting in review, the university administration usually upholds committee decisions.

WASHINGTON

At *Washington State University*, student members were added this year to the University Council, which advises the president on major policy and administrative matters; to the Planning Council, which is charged with developing long-range educational plans and recommending priorities, and to the all-university Budget Committee.

WEST VIRGINIA

At *West Virginia University*, students serve on seven committees and subcommittees of the University Senate including a subcommittee to recommend revisions in the Core Curriculum and a Special Committee on Interracial Policies and Procedures.

A new University-wide Council on Planning includes two students among its twelve members. The student body elects two students to serve on the five-member University Committee on Student Discipline. Minor violations of residence hall regulations are adjudicated by students themselves through residence hall judiciary boards that they elect.

WISCONSIN

The *University of Wisconsin* has long had a student "input" into policy formation, mainly through full membership on faculty committees in which most academic policies originate and through an active student government and student press on all its campuses.

Recently the University's Regents have directed the faculty to "investigate and develop experimental programs based on student participation in areas such as (a) curriculum design and evaluation, (b) evaluation of present and prospective teachers, (c) student participation in education of the disadvantaged, (d) methods of financing education of the disadvantaged not now being employed. . . ."

WYOMING

At the *University of Wyoming*, the student body president serves as an ex-officio member of the Faculty Senate and has the same privileges as elected members except the right to vote. In addition, students are members of several university committees dealing with student governance and serve on the Appeals Board.

STUDENT MEMBERSHIP ON COMMITTEES

Student membership on committees is particularly important, for it is here that much of the preliminary work is done leading to policy recommendations and changes. Many state and land-grant universities have for many years placed students on major committees. In recent years, this trend has been accelerated.

ALABAMA

For many years, *Auburn University* students have served on standing University committees. Student Government Association members also served on *ad hoc* committees planning the Union addition, considering the ROTC issue, planning the dedication for the new Haley Center, proposing a student academic honor code, and reviewing student disciplinary regulations, as well as on others.

Students are represented on committees in the various schools and colleges at the *University of Alabama* as well as special committees dealing with Faculty-Student Planning, the Role of the Student, and Disciplinary Procedures.

ARIZONA

Students at the *University of Arizona* have a greater voice in policy-making this fall due to increased representation on University committees. The Faculty Senate has opened a number of committees which oversee various functions of the university to student membership for the first time. These include dishonest scholastic work, lecture, scholarships and awards, student grants and aids. Five committees which in the past had some student members now have increased student representation. These include personnel artist series, orientation, university relations, and student activities and eligibility. Student committee members are selected by the student government.

At *Arizona State University* student representation on major committees formulating policies governing the University has increased from 56 positions on 11 committees in fall of 1967 to 148 positions on 33 committees this fall.

ARKANSAS

At the *University of Arkansas* this fall, students have been named to all faculty-administrative committees in an attempt to improve communication on educational programs and policies. At least one student will also be appointed to each of the University Senate Committees.

The *University of Arkansas* College of Arts and Sciences faculty has established an experimental system to facilitate change and adaptation of courses and curriculum. Four student-faculty committees have been established and assigned to the fields of fine arts, literature, natural sciences, social sciences, and modern languages. They are authorized to experiment directly with new courses.

CALIFORNIA

At all nine campuses of the *University of California*, students have become increasingly involved with service on both administrative and academic committees.

At the *University of California, Berkeley*, students have been appointed to most of the Chancellor's administrative committees, especially those which are intimately involved in student affairs, such as the Judiciary Committee and the KALX Radio Policy Board. In addition, student advice is sought on an *ad hoc* basis regarding matters which affect them.

At the *University of California, Davis,* students who serve on an academic planning committee receive academic credit.

COLORADO

At the *University of Colorado* an extensive study on university governance conducted by a special committee of students, faculty and administrators has provided the impetus for increased student participation on a variety of committees. Joint student-faculty policy recommending boards have now been set up to deal with all significant non-academic areas of student affairs. The number of students participating on standing committees within the schools and colleges of the university has been increased. The Faculty Council has established a special student liaison committee to develop ways of relating students more significantly to the academic structure.

This fall President Frederick P. Thieme appointed a committee of administrators, faculty, and students to recommend a permanent policy on the use of the University's facilities and to serve as the approval agency for the use of facilities where approval is required. Pending the committee's recommendations, President Thieme announced interim policies.

Colorado State University students serve on the following university-wide committees: Orientation of New Students, Discipline, Educational Media, Campus Security, Housing Advisory, and Programs for Educationally Disadvantaged Students. In addition, students are voting members of six Faculty Council committees: Student Life, Undergraduate Instruction, Graduate Council, Health, Library Council, and Registration.

CONNECTICUT

At the *University of Connecticut*, students are members, often with voting rights, of all standing and *ad hoc* university committees, except in those areas dealing directly with faculty concerns. Notable examples of the broad range of student representation on both administrative and planning groups in recent months include: The Security Division study committee, the Housing Policy Committee, the University Commission on Human Rights and Opportunities, the General Scholastic Requirements Committee, as well as several standing committees in the general areas of student-university relations and student affairs.

DELAWARE

At the *University of Delaware,* more students have been included on traditional faculty committees this year, including the one that screens potential professors and department heads. Students have a voice, though not a vote.

Two years ago *Delaware State College* established a highly-successful special committee consisting of four trustees, four members of the faculty, and six students. The committee meets regularly and considers any matters pertaining to student life that the students want considered. The committee is empowered to determine appropriate solutions to matters which might lead to student unrest and recommend appropriate action directly to the full Board of Trustees.

On August 14, 1968, the *Delaware State* Board of Trustees approved a policy statement authorizing and encouraging student participation in nine faculty committees: athletics, health and food services, library, student union, discipline, student personnel, lyceum, scholarship, and assembly. The Student Government Association selects the student members of the committees. The Board also authorized provision by the faculty of a student judiciary system wherein certain disciplinary matters will be handled by students, subject to appeals to a student appeals committee of the faculty.

DISTRICT OF COLUMBIA

The Faculty Organization at two-year old *Federal City College* voted during its first year to place students on all standing committees.

FLORIDA

The *University of Florida* has 114 students serving on university committees. Two students serve as chairmen of major committees. This is a 50 percent increase over student representation in previous years.

GEORGIA

Students at the *University of Georgia* are voting members of committees pertaining to student affairs, intercollegiate athletics, cultural affairs, the University Bookstore, health services, housing, traffic, and a special Presidential Committee for Residence Hall Planning. They are non-voting members of committees on curriculum and admissions. A student observer also attends meetings of the Faculty Executive Committee.

HAWAII

Students have been added to virtually every major committee at the *University of Hawaii.*

IDAHO

At the *University of Idaho,* each of the 40 standing committees of the faculty has from two to five students among its members. Most recently, the 15-man

University Curriculum Committee appointed by the Faculty Council has been remodeled to include two upper-division undergraduate students and one graduate student nominated by the student government. This committee determines catalog changes and approves all changes in curricula as proposed by various departments. Students have long taken part in committee deliberations at Idaho, but this year the representation is at an all-time high.

ILLINOIS

Trustees of the *University of Illinois* last spring approved recommendations of the Chicago Circle Senate and the Senate Coordinating Council authorizing student representation on committees of the Senates on all University of Illinois campuses. The student members will have Senate floor and voting privileges on matters relating to the action of the committees on which they serve "unless the Senate provides otherwise."

On all campuses of the *University of Illinois* student advisory committees are employed quite liberally. At Urbana-Champaign, each of the four deans who have statutory responsibilities for student affairs have such committees. Most colleges and schools also have or are establishing advisory councils. In addition, many departments have student members on committees on courses and curricula. At Chicago Circle, student boards are functioning in most colleges. For example, in the College of Education, the Student Caucus places its members on college committees, where they have full voting rights. This organization also evaluates courses, teachers, and college requirements, advises other Education students, and participates in the interviewing and evaluation of professors being considered for employment. Student advisory committees are now being set up at the departmental level.

At the Medical Center, the College of Dentistry, the College of Pharmacy, and the College of Medicine all have student-faculty committees, aimed at encouraging dialogue between the two groups.

The faculty of the College of Medicine has incorporated student members, chosen by election, to its standing committees on instruction, student appraisal, and student promotions.

In the *University of Illinois* College of Nursing, by-laws of the faculty specifically include students on committees on curriculum and student affairs. Student members recently participated in a thorough review of the academic advising system of the College. Through the Student Council, they surveyed the views of all undergraduate students. These were incorporated into the recommendations that the Student Affairs Committee brought to the faculty and which were subsequently adopted by that body.

INDIANA

Many of *Purdue University's* administrative committees include student members. For example, students have a voting voice on the committees for commencement, orientation of new students, campus beautification, campus appeals, expanded bookstore facilities, centennial program, and the advisory committee to select a director of University libraries.

The University Senate, legislative body of the *Purdue University* faculty, includes one student member on the standing committee on educational policy. In addition, four undergraduates sit on the superior students subcommittee. Students also sit on senate subcommittees in the areas of student counselling service, student housing, financial aids, student organizations,_ student publications, student freedom, responsibility and integrity, student affairs, parking and traffic, visual arts, and the library.

The student-faculty affairs committee of the School of Veterinary Science and Medicine at *Purdue University* has one elected student member from each undergraduate class. Similar representation exists on the home economics council, in addition to student membership on the school's committees on student affairs, publicity, and the library.

IOWA

At the *University of Iowa*, over the past five years the central administration–under no pressures from students themselves–has initiated steps to have more students placed on committees and to appoint students to more all-university committees. In 1964 there were six all-university committees with students as voting members. The current roster of committees lists students on 20 all-university committees. Student and faculty members on committees are equally empowered to introduce topics for the agenda, to debate proposals, and to vote on all actions. Students are appointed by the University president, after receiving recommendations from the Student Senate. In nearly all cases, the nominees of the Senate are appointed by the president. Student representation on academic committees within the various colleges has also accelerated.

KENTUCKY

Students have been appointed to serve on four standing committees of the *University of Kentucky* Community College System. Members of the Inter-Community College Student Council were named by Dean Ellis F. Hartford to serve on the following committees: Academic Planning, Curriculum Studies, Instructional Resources and Student Affairs. Four students were named to each committee. They began their new roles by participating in the annual community college faculty conference held in Lexington this fall. The new appointments mark the first time students have been included on system-wide committees, although they have previously served on individual faculty committees within each college.

LOUISIANA

Several colleges at *Louisiana State University*, Baton Rouge, have appointed students to college course and curriculum committees.

MAINE

Students are represented on nearly all faculty and administrative committees at the *University of Maine*. All divisions of the newly-reorganized Student Service office have student advisory committees. Most academic departments also have student advisory committees. Students also serve on a University Planning Committee making long-range determinations of missions and goals for the University.

MARYLAND

Starting this fall, university housing policy at the *University of Maryland* is in the hands of a student-faculty committee which will initiate policy changes, solicit student opinions on dormitory life, and facilitate communications between residence hall students and the university housing office.

MASSACHUSETTS

At the *Massachusetts Institute of Technology*, students have been involved in a review of policies and operations, of the University's two special laboratories–Instrumentation Laboratory and Lincoln Laboratory. Students were included in a 22-member panel which studied the labs. They are also members of a new standing committee whose purpose is to advise the president on the laboratories' work and to inform and involve the community in the laboratories' programs.

There is student representation on the large majority of Institute committees. Students always enjoy speaking privileges and on many committees they can vote as well. On certain issues, committees hold open sessions at which a variety of student opinions can be expressed.

Students at the *University of Massachusetts* are represented on a number of Faculty Senate and University committees and subcommittees. Appointments are made by the president of the Student Senate. Students are currently members of committees on: Academic Matters, Master Planning, Scholarships, Financial Aid, Placement, Student Affairs and Student Life among others. They also hold membership on the Athletic Council, Discipline Board, Communications Board and Student Union Governing Board. On the Student Affairs Committee, which is chaired by a student, students are in the majority, and on the Student Life Committee they have equal representation with university staff members.

MICHIGAN

At the *University of Michigan*, an increasing number of university-wide faculty committees have voting student members. At the school and college level, students are sitting on a growing number and variety of committees concerned with matters like curriculum and policy-making. Every school or college also has some kind of student government or committee distinct from the University-wide student government council. Both a student-faculty and a black-student committee helped to determine the allocations of contributions to the University's Martin Luther King, Jr., Memorial Fund.

At *Michigan State University*, an *ad hoc* committee on Student Participation in Academic Affairs includes eight faculty members and five students.

MINNESOTA

Although students at the *University of Minnesota* have been full voting members of various University Senate committees for more than 20 years, the recent re-organization of the body has placed more students on more Senate committees. Among the committees on which they are represented are: Academic Standing and Relations, Printing and Publications, Social Policy, Business and Rules, Educational Policy, Liberal Education, Extension and Community Programs, Research, Resources and Planning, and Consultative. Student membership on the latter committee is of special significance because it serves as the "sounding board" to the president on educational and budgetary matters.

In addition, students have been added to many departmental, college, and school committees which have been previously limited to faculty. Each campus also has its own student-faculty Assembly and Assembly committees. The largest campus, the Twin Cities Campus, has students on all thirteen of its Assembly Committees with students in the majority on the Committee on Student Affairs.

MISSISSIPPI

At *Mississippi State University*, students have been represented on most of the standing committees for some time. Students are reported to be active participants in the committees.

Students are represented on most standing and special committees at the *University of Mississippi*.

MISSOURI

This year all standing faculty committees at *Lincoln University* have student members with full voting rights. Most faculty committees have had student representation for some time but now there is 100 percent student participation. For the first time the Faculty Committee on Student Personnel Services is half student and half faculty. Each academic department at *Lincoln* this year has created Student Advisory Committees to "advise with the several faculties with respect to curriculum, course requirements, examinations, etc."

At the *University of Missouri, Columbia*, students have served on some campus-wide committees for as long as ten years. They currently serve on 20 of 32 campus-wide committees, including schedule of studies and examinations, bookstore, library, government and activities, and student publications. Students have recently been added to student conduct committees. They are also represented on several faculty committees in four divisions, including curriculum and policy.

Students at the *University of Missouri, Rolla*, have representation this fall with voting privileges on 18 faculty committees.

At the *University of Missouri, St. Louis*, students are full voting members of nearly all university committees, including those on curriculum, the library, new degrees and programs, admissions and student aid, long-range planning, urban affairs and community relations, student affairs and official publications.

MONTANA

Students hold membership with faculty on all boards related to student activities and facilities at *Montana State University*. There are also student members on 18 standing committees responsible for the administration, management, and formulation of policy recommendations relating to general campus operations. Membership on nine of these committees has been granted in the past five years. Students also have a voice in curriculum planning through participation on departmental curriculum committees.

NEBRASKA

University of Nebraska students appear routinely on *ad hoc* committees. They are currently serving on a new committee to evaluate and suggest possible improvements in the ROTC program. Each undergraduate college has an elected student advisory board that regularly meets with the deans to discuss educational questions, share information, and on occasion give some forceful advice. Students sit on many other collegiate committees, including the Curriculum Committee of the College of Arts and Sciences. Students also are represented on the new University Academic Planning Committee and the Human Rights Committee.

NEVADA

At the *University of Nevada, Reno,* students are voting members of most university committees. The student body president is a voting member of the Office of Students Affairs. Students are consulted and they do participate in the development of policies and regulations affecting their out-of-class activities. A student-administration Steering Committee on Co-ed Housing studied, developed, and caused the adoption of policies and procedures governing co-ed dorms. A student-faculty-administration *ad hoc* Committee on Search and Seizure developed policies on search of premises occupied by students, culminating in the adoption of a University Search Warrant. An *ad hoc* Committee on Use of University Facilities, composed of administrators and students, reviewed existing policies and procedures and proposed revisions.

NEW HAMPSHIRE

In 1965 the *University of New Hampshire* began to invite the participation of students on University policy-making committees with responsibility for a wide range of campus services and activities. Today, more than 200 students serve on these committees–including standing committees of the University Senate (students are chairmen of several of these committees), and joint faculty-administration-student committees, whose members are appointed by the president of the University.

NEW JERSEY

Rutgers University has, as a matter of policy, encouraged the inclusion of students on the committees of its colleges. Although the patterns vary from college to college, students participate on such policy and operations committees as financial aid, scholastic standing, curriculum and courses of study, library, admissions, and faculty-student relations.

NEW MEXICO

For many years, students at *New Mexico State University* have been members of the disciplinary system. Students are on discipline committees at all levels of the system.

In addition, with the construction of a new field house and student center at NMSU, advisory committees have been established to advise administration on appropriate policies for the operation of these new structures. Students have representation on these advisory committees.

Students at the *University of New Mexico* have been serving on all administrative, faculty, and joint committees on campus for the past two years.

NEW YORK

At *Cornell University* several colleges have added students to important committees. Three students now serve on the Educational Policy Committee of the College of Arts and Sciences. Agriculture students serve on committees on educational policy, petitions, and scholarships, among others. Five departmental councils within the College of Human Ecology added student representation this fall. These councils serve as sounding boards for student suggestions and grievances. Representatives to the three standing policy committees of the faculty were chosen from the members of these councils. A number of student-faculty organizations of various degrees of formality are in operation in the College of Engineering.

Three university-wide student-faculty-administrative special committees that are currently active are the Committee on Residential Colleges, the Married Student Housing Policy Review Committee, and the University Committee on Campus Planning. Students are also members of a number of faculty committees.

Students at the *State University of New York, Albany,* have representation in the policy-making councils and committees of the University's faculty senate.

At the *State University of New York at Buffalo,* the Faculty Senate, in conjunction with the student government and the president's office, provided for equal participation between students and faculty on eight of nine standing committees of the Faculty Senate. In matters concerning curriculum and "hiring and firing of faculty," students participate equally with faculty on University-wide committees.

The University College Curriculum Committee, which must approve all proposed undergraduate courses, has five voting student members selected by the Student Association.

At the *State University of New York, Stony Brook,* students are members without vote of committees concerned with teaching policy, admissions, academic standing, library, and instructional resources. Students also serve as voting members of most special or *ad hoc* university committees.

At most of the 17 campuses of the *City University of New York*, students are members of all standing college committees such as those on curriculum, admissions, and student life.

NORTH CAROLINA

The *University of North Carolina* has two new student-faculty committees to deal with discipline. The Hearings Committee handles cases of disruption and the Board of Inquiry advises the chancellor regarding whether there is sufficient evidence to warrant charging an individual with violations of the University policy on disruptive conduct.

The *University of North Carolina at Chapel Hill* has a long tradition of student participation in University affairs. Students are members of a number of University committees, including Space Utilization, Scholarships, Awards and Student Aid, Teaching and Curriculum, Traffic and Safety, Building and Grounds, Minorities and the Disadvantaged, Student Supply Stores, and Student Fee Structure.

At *North Carolina State University*, students have been appointed to almost every university committee in which they have an interest.

NORTH DAKOTA

At *North Dakota State University* students are members of 10 Faculty Senate committees, including the Executive Committee and committees on: Academic Affairs, Educational Development, Public Events and University Relations, Research, Student Affairs, and University Athletics. The six academic colleges have students on many committees.

OHIO

At *Ohio University* this fall, students for the first time are members of 38 university committees, including executive and priorities planning committees.

OKLAHOMA

At *Langston University*, 50 students elected by their classes are members, along with faculty, on every standing committee.

OREGON

Students at *Oregon State University* serve with members of the faculty and administration on 32 university committees and councils. The newly-established President's Commission on Human Rights is made up of three students and six faculty members. The commission reviews all matters relating to violations of the human rights of members of the university community, including those which involve alleged ethnic and racial discrimination in the university's Intercollegiate Athletic Program.

RHODE ISLAND

At the *University of Rhode Island* students sit on most of the major committees, especially the ones relating to those aspects of university life which directly affect the student.

SOUTH CAROLINA

University of South Carolina students sit as full members of many joint committees such as the Student Affairs Committee, Registration Committee, Orientation Committee, Board of Student Publications and Communications, Discipline Committee, Campus Traffic Appellate Court, and Parking Committee. Students in the School of Education sit on all faculty committees in that school.

SOUTH DAKOTA

For many years, *South Dakota State University* has had student representation on virtually all committees.

All major committees and most minor committees, academic and non-academic, at the *University of South Dakota* have student representation. The student representatives are designated by the Student Association on invitation of the president of the University and report back to the Student Association and general student body.

TENNESSEE

In an effort to bring about greater student involvement in policy formulation, *Tennessee State University* has set up 12 student-faculty committees to replace 25 former committees, which were composed largely of administrators. Student committee representatives will be elected by the student body.

Students are represented on disciplinary, regulatory, and curriculum committees throughout the *University of Tennessee*. Students also serve on planning committees for student buildings, special committees to aid in the screening of candidates for administrative offices, campus speaker committees, and study groups for ROTC programs.

TEXAS

At the *University of Texas at Austin*, students are voting members along with faculty of nearly all standing committees. These include committees on Admissions and Registration, Educational Policy, Parking and Traffic, Publications, Student Living Accommodations, Discipline, Financial Aid, Advisory Council on Student Affairs, and a new committee on Ethnic Minority Affairs.

UTAH

At *Utah State University*, students have for many years been members of faculty and administrative committees. These committees have been reviewed recently and, where advisable, students have been added. Students have also been assigned to other committees.

VIRGINIA

At the *University of Virginia*, students have for some years served on a few of the administrative committees, which are advisory to the president. In the spring of 1969 a total of 120 students, selected from lists submitted both by the elected student government and by individual students, were appointed by the president to 41 of the 56 administrative committees. Students now serve on committees of most of the constituent colleges.

Students serve on all major committees at *Virginia Polytechnic Institute*.

WASHINGTON

Students at *Washington State University* have served for many years as regular voting members on most university committees. They have an equal voice with faculty on the Discipline Committee and on other committees dealing primarily with student affairs.

At the *University of Washington* student members have been added to most University faculty and staff committees and student representatives have been invited to participate in discussions of the various Councils of the Faculty Senate. Students have also been named to a large number of College and Department Committees.

WEST VIRGINIA

The *West Virginia University* College of Commerce has established a committee consisting of four students and four faculty members to discuss its academic program.

Similar student-faculty committees have been created in the Departments of Political Science and History.

The School of Nursing has added 11 students to serve in an advisory capacity on four standing committees and has established a student-faculty board. The College of Engineering has an Engineering Council, including student representatives, which handles all major problems of concern to its students.

WVU students also serve on a variety of other committees including the Computer Center Advisory

Committee, the University Program Board, the advisory boards to WWVU-TV and the West Virginia University Magazine, an advisory council to the campus activities center, the committee that recommends names for new University buildings, and special investigating committees.

WISCONSIN

In recent years, the *University of Wisconsin* has increased student representation on committees which already had students and has routinely included students as members of new committees–the black studies proposal committee, for example. In almost every department, there is a conference group that listens to, and often heeds, student advice.

WYOMING

University of Wyoming students serve on committees dealing with academic standards, academic planning, curriculum and course offerings, library, cultural affairs, student services, student financial aid, and foreign student interrelations.

STUDENT PARTICIPATION ON SEARCH AND SCREENING COMMITTEES

In this section, student participation in one particular kind of committee is singled out. These are the committees that have major responsibility for recommending individuals to be appointed to high, policy-making positions on campus–from the president on down. Participation in the selection of such individuals perhaps most dramatically demonstrates the faith which state and land-grant universities have demonstrated in their students.

ALABAMA

Students at the *University of Alabama* have been represented on screening committees for both academic and administrative personnel. Students are represented on a committee to search for a new Law School Dean and on a screening committee to review candidates for the position of Dean of Students. Recently, student leaders were asked to select a group of students to meet with the Trustees to express their views on the selection of a new president for the University.

ARIZONA

The Board of Regents has included the student body president as a member of the advisory committee on the selection of a new president of *Arizona State University*.

CALIFORNIA

At the *University of California, Davis,* both students and faculty were active on committees that chose the new chancellor, James H. Meyer.

COLORADO

Student representatives from each of the various schools and colleges were appointed to serve with representatives of the faculty, staff, and alumni on a *University of Colorado* committee set up to recommend qualified candidates for the presidency of the University. As a result of recommendations to the Board of Regents, Dr. Frederick P. Thieme was appointed president, effective September 1, 1969.

At *Colorado State University*, students have been appointed to the Presidential Selection Committee, the Academic Vice-Presidential Selection Committee, and are expected to be appointed to search and screen committees for all major administrative positions.

CONNECTICUT

University of Connecticut students have sat on search and screening committees for the major administrative positions filled within the past few years.

GEORGIA

A Student Advisory Council at *Georgia Institute of Technology* helped select a new president for the college.

IDAHO

At the *University of Idaho* two students were appointed to the President's *ad hoc* committee assigned the responsibility of screening candidates for the position of Vice President for Academic Affairs. This committee made the final selection for recommendation to the Board of Regents. The students prepared application materials, interviewed candidates brought to the campus, and participated fully in the final selection.

ILLINOIS

Students in the College of Medicine at the *University of Illinois at the Medical Center* have been members of every search committee for new department heads and deans for the past 18 months. Two *ad hoc* committees with significant student representation are currently advising the chancellor in the selection of key administrators. One is involved in the selection of a Vice Chancellor for Campus Affairs and the other in the selection of a Dean of Students.

IOWA

The State Board of Regents in Iowa invited a committee of four students to assist faculty and alumni in choosing a new president for the *University of Iowa.*

KANSAS

At the *University of Kansas*, six students served on the Advisory Committee for the Chancellor's Selection along with six faculty members. Students also were on the committee selecting a new Dean of the School of Education and are presently serving on the search committee for a Dean of Journalism.

KENTUCKY

In the summer of 1968, students served in an advisory capacity to the committee which nominated the

University of Kentucky's current president Otis Singletary for his job and are now filling a similar role in the process that will lead to the appointment of a Vice President for Student Affairs.

MAINE

Students served on the committee which appointed Winthrop C. Libby as president of *the University of Maine* last April.

MASSACHUSETTS

Three of eight advisory committees that have been set up to help conduct a search for a new president for the *University of Massachusetts* are composed of students. Two are student committees from the University's Amherst campus, one from its Boston campus. Each committee is responsible for submitting its recommendations for president to the Trustee Selection Committee. Each will also be involved again after an initial screening has been carried out by the trustees.

Student advice and opinion played an important role at the *Massachusetts Institute of Technology* in its search for a Dean for Student Affairs. Student opinion is often valuable in the matter of faculty promotions.

MICHIGAN

Clifton Wharton, Jr., the first Negro to be chosen president of a major American university, was recommended to the Board of Trustees of *Michigan State University* by a student-faculty-administration group.

At the *University of Michigan*, a student committee was one of those concerned with the selection of R. W. Fleming as president. Students were also involved in the selection of Wilbur Cohen, former Secretary of Health, Education, and Welfare, as the new Dean of the School of Education.

Wayne State University's ad hoc Committee to Advise the University on the Selection of a Vice President for Student Affairs includes five students among its nine members. The Committee was appointed by Wayne State President William R. Keast to advise him on whether the University should have a Vice President for Student Affairs and if so what criteria should be used in his selection. It was also charged with recommending candidates if it thought the office should be filled. Since the Vice President for Student Affairs is the position at the executive level in the University which most directly affects all students, President Keast strongly believes that the heavy student representation on the committee "is indicative of Wayne State University's affirmation of the value of substantial student participation in University governance."

MINNESOTA

Two students were included on the search and screen committee which selected President Malcolm Moos of the *University of Minnesota.* Students are also included on the search committees for the Dean of the College of Education and the Dean of the School of Business Administration.

MISSOURI

Student advice and opinion were solicited at the *University of Missouri, St. Louis,* in its search last year for a chancellor. A popularly-elected committee of students served in an advisory capacity to the search committee. Student opinion played an influential role in the search committee's criteria to be considered in the selection.

At the *University of Missouri, Columbia,* students participated in the selection of deans for the School of Law and the College of Arts and Science.

MONTANA

Students at *Montana State University* have been given the opportunity to present their views and recommendations as part of the screening process for selection of a new president.

At the *University of Montana*, students selected by the student body president have been appointed by President Pantzer to serve on the screening committee for selection of the new Dean of Students.

NEBRASKA

University of Nebraska students are currently serving on three major search committees, two for undergraduate college deans and the other for a new chancellor. Students also participate in the selection of professional staff in the area of student affairs.

NEW HAMPSHIRE

The president of the Student Senate was among the faculty-trustee-alumni members who, in the spring of 1969, served on the search committee which nominated the new president of Keene State College, a division of the *University of New Hampshire.* During 1969, students at the University in Durham were members of committees which screened and made nominations for the appointment of a new Academic Vice President and a new Dean of the College of Liberal Arts.

NEW JERSEY

Rutgers University students have been included in the search and screen committees that recruited for positions including a Dean of Students, a Dean of the College, an Associate Dean of the College, and several assistant student personnel deans.

NEW MEXICO

Students are members of the Criteria and Screening Committee which has been established by the Board of Regents to assist in the selection of a new president for *New Mexico State University.*

Using students on search and screen committees is a firmly-established practice at the *University of New Mexico.* Two years ago a student was on the committee that recommended a new president for the university. Students have also participated in committees searching for a Dean of Arts and Sciences, a Dean of Business, and a Dean of Nursing.

NEW YORK

Since March, 1969, students, faculty, and alumni representatives have served on all presidential search committees for chief executives of member schools of units of *The City University of New York.* Committees have chosen or are in the process of doing so presidents for Brooklyn, City, Hunter, and Kingsborough Community Colleges.

Students are now appointed as a regular matter to all search committees for new provosts and deans of the

State University of New York at Buffalo. Committees presently in existence include those searching for a new Provost of the Faculty of Natural Sciences and Mathematics, for new deans of the Schools of Law and Pharmacy, and for a new Director of Physical Education, Recreation and Athletics.

NORTH CAROLINA

At the *University of North Carolina* student members have played important roles in the past year on joint committees charged with screening applicants for the positions of Director of Athletics and Director of Admissions.

NORTH DAKOTA

At the *University of North Dakota,* students participated in the selection of a new college dean.

OKLAHOMA

In 1967, students served on the selection committee that picked J. Herbert Holloman to be president of the *University of Oklahoma.*

OREGON

Three students are currently serving as full voting members on the 16-member Board of Higher Education Search Committee for a new *Oregon State University* president. Two students served in a similar capacity on the previous presidential search committee of 1961.

PENNSYLVANIA

Both undergraduate and graduate students served on the advisory committee of the University Senate of *The Pennsylvania State University* in the selection of a president. The committee screened the entire list of candidates, interviewed a number of them, and made its recommendations to the Selection Committee of the Board of Trustees.

RHODE ISLAND

Students at the *University of Rhode Island* recently served on the screening committee which was searching for a Dean of Students.

SOUTH DAKOTA

The student body is represented on search and screening committees at the *University of South Dakota* by delegates they appoint. Students serve on all committees set up to consider candidates for academic and administrative positions.

TEXAS

At the *University of Houston* last year, the student body president served on an advisory committee to aid President Philip G. Hoffman select a new vice-president and dean of faculties.

At the *University of Texas at Austin*, faculty-student nominating committees are used whenever a vacancy occurs at the presidential, academic vice-presidential, or dean level. These committees always include three students as voting members and from seven to nine faculty members. Similarly-composed evaluation committees are used for deans who have served for six years.

WASHINGTON

Students served on search committees appointed by the Board of Regents during selection of the last two presidents at *Washington State University.* A Student Government committee also was asked to interview all nominees and make recommendations to the Regents.

WEST VIRGINIA

West Virginia University students have been appointed to every search committee for new academic deans in recent years including committees now screening candidates for deanships of the College of Arts and Sciences, the School of Medicine, and the School of Mines.

WISCONSIN

University of Wisconsin students have served on search and screen committees for major administrators.

WYOMING

Through the appointment of the student body president to the Board of Trustees, *University of Wyoming* students have input in the appointment of faculty and major administrators.

◆

"For the most part they (students) seem to confront in a very honest and straight-forward manner many of the socio-economic problems which many of their elders either ignored or misunderstood. Therefore, their voices must be heard and we must make every effort to ensure that the University meets the challenges they present."

– President Joseph L. Sutton
Indiana University

SELF-STUDIES AND EVALUATIONS

As part of their continuing efforts at reform, a number of state institutions have recently been or currently are engaged in major self-studies. Many of the studies have been assigned to joint student-faculty-administration committees. These studies are producing thoughtful recommendations to serve as a basis for future action.

ALABAMA

Student-faculty-administrative committees are appointed frequently at the *University of Alabama* to study various matters relating to students. Examples include a Committee on the Role of the Student, a Student-Faculty Planning Council, and an *ad hoc* committee to study the registration process.

ARIZONA

The Faculty Senate at the *University of Arizona* recently approved, unanimously, a report of an *ad hoc* committee on the adjudication of disputes related to nonacademic activities of students. The committee, which included students among its members, devoted its time to three activities:

1. A detailed examination of policies and procedures currently in practice at the university.
2. A careful evaluation and delineation of the rights and freedoms of students at a number of institutions, including Arizona.
3. A general statement of suggested policies and procedures which the committee felt would protect the rights and freedoms of students.

Among report recommendations was a call for clearly-defined means for students to participate in the formulation and application of university policy affecting student affairs and assigned areas of academic affairs.

CALIFORNIA

In the summer of 1969, President Charles Hitch appointed a ten-member task force to look into all facets of student participation in campus governance on the nine campuses of the *University of California.* The task force was chaired by the Executive Vice President of the University and composed of three student body presidents, three members of the campus academic senates, and three chancellors.

CONNECTICUT

Students at the *University of Connecticut* have been voting members of numerous self-study committees during the past several years. Of particular interest during the past several months have been: The committee to study the role of the Security Division, the Housing Policy Committee, and the Joint Committee on University Placement Policies.

DELAWARE

Three special student-faculty-administration committees were appointed last year at the *University of Delaware* to study special aspects of student life. A Committee on Policies, Programs, and Services Affecting Blacks and Other Minority Group Students issued a report containing 25 recommendations. Of these, 13 are now being implemented, six others are accepted, and the final six have been designated for further study. The end result will be to make the University a more hospitable place for minority group students.

FLORIDA

At *Florida State University,* a special 77-member committee has been named to look into all facets of student life. It will report to the president.

University of Florida President Stephen C. O'Connell this summer named a 30-member Advisory Council, composed equally of students, faculty, and administrators, to examine the University's policies, programs, and philosophy. Among the topics he suggested the Council might explore are campus security officers, treatment of minority groups, drug use and control, and maintenance of campus order. The president told the Council there is no limit on the range or depth of its inquiries, studies, and action.

The Council was established to "continue the momentum and thrust" of a 75-member Action Conference formed in May 1968 which made 41 specific recommendations for change in the university. Many of the Conference's recommendations have been implemented. Others are under consideration by appropriate committees or are awaiting necessary legislative action.

GEORGIA

Students will serve on major committees involved in the self-study currently underway at the *University of Georgia.*

HAWAII

A Planning Task Force of students and faculty has been set up at the *University of Hawaii* to formulate program alternatives for consideration by President Harlan Cleveland. The work of the group will culminate in a "Prospectus for the 1970's"; which will be discussed by the entire university community before adoption. Similarly, when the university revised its Academic Development Plan in 1968, students participated on the ADP Committee, and public hearings were held before the plan's adoption. Students will continue to participate directly in all future planning, because the university administration believes that planning is one area in which student involvement can be most helpful and meaningful to the university.

ILLINOIS

The College of Medicine of the *University of Illinois at The Medical Center* has received a grant from the National Fund for Medical Education to support improved student-faculty relationships. A series of evening conferences and two off-campus conferences involving equal numbers of students and faculty has been held.

MAINE

A Statement on Campus Disorder is under discussion by both the Faculty Council and the Student Senate at the *University of Maine.* Included in the statement is a review of all University policies involving student rights and discipline. In addition to the Disciplinary Code, policies under discussion are the Free Speech and Assembly Policy, adopted in 1967, and the Open Campus Policy (Job Recruiting).

MARYLAND

President Wilson H. Elkins of the *University of Maryland* at a University Faculty Assembly in September asked each department of the university to "engage in self-examination and to answer the pertinent questions that are being raised by reasonable people." He asked the committees of the Faculty Senate to direct their attention to issues like a "thorough study of the courses required of all students." He also asked consideration of the question of student involvement in academic governance at institutional, college, and departmental levels.

MASSACHUSETTS

At the *Massachusetts Institute of Technology*, a Commission on Education has been recently set up to chart the role which the Institute should play in education, research, and service to society in the years ahead. Students play a valuable role on this key committee.

Students were represented and participated in advisory committees that directed a recently completed extensive study of the *University of Massachusetts'* organization.

MICHIGAN

Last year, the *Wayne State University* Student-Faculty Council convened a Commission on Student Government (composed entirely of students) to study the role of students in all aspects of university governance. The Commission report will be completed later in this academic year.

The *University of Michigan* community is in the process of reviewing and changing student participation in University affairs. Many students and faculty at the University have devoted hundreds of hours toward planning an improved method of student responsibility. Pending agreement on a new system of rule-making and judicial procedures, the student government and the individual schools and colleges have adopted interim regulations.

MINNESOTA

Last year, faculty-student Task Forces at the *University of Minnesota* made recommendations on the following issues: placement services, campus demonstrations, and student representation on the University Senate. At present there is a faculty-student study committee reviewing the role of ROTC on campus. In addition, a faculty-student study committee is re-defining the relationship between the student and the institution as well as reviewing and evaluating current student affairs functions.

MONTANA

A student-faculty committee at *Montana State University* has developed a Student Bill of Rights. It is currently continuing the study and revision of the Associated Students Constitution and By-Laws. Students, faculty, and administration are participating jointly in a study-discussion of current and proposed methods of evaluating instruction.

NEW HAMPSHIRE

Student participation—through residence hall seminars and more formal "open hearings"—in a two-year-long evaluation of the *University of New Hampshire's* educational objectives, philosophy, and curriculum stimulated undergraduate student interest in the implementation of a blue-ribbon committee's Educational Policies Report. Begun in 1968, changes based on report recommendations are still underway today. Recommendations for university-wide improvement of general education studies, for experimental programs in life studies, and for a major curriculum change which has established the four-course-per-semester pattern at the state university resulted from this committee's report. Students have also been named to serve on departmental committees with faculty so that they may have a direct voice and hand in shaping the University's academic programs.

NEW JERSEY

Rutgers University reports student involvement in evaluative processes dating back to 1964. In that year, a self-study of the university student personnel program was undertaken with evaluations submitted independently for the several campuses by the student personnel staff, a faculty committee, and a student committee. Also at Rutgers, faculty and course evaluations have been undertaken and published by several of the student governments within the university for the past three years.

NEW MEXICO

Responding to a recommendation this summer of a Committee on the University, the *University of New Mexico* Regents have recently approved the establishment of an all-University constitutional committee to "improve campus governance" at the University. The Committee will consist of six faculty members, six students, four administrators, and three alumni.

For the fourth year, *University of New Mexico* students are evaluating teachers who have indicated willingness to be evaluated. The results of the evaluation are published each time and made available to students. Last year, as the result of student and faculty interest, classes were dismissed for a day of "All University Dialogue." The results of these conversations were published and many of the suggested reforms are already being put into effect. Recommendations pertained to university goals and responsibilities, entrance and degree requirements, the role of students, and evaluation of teaching, advising, and counseling.

NEW YORK

For two weeks last winter, members of the University Community at the *State University of New York at Buffalo* participated in the most extensive self-examination in the history of the university. Teach-ins were sponsored by all faculties and schools and by most academic departments. Among the issues covered were the nature and structuring of academic programs, the recruitment and retention of faculty; the relationship between the University and non-University agencies; and the University governance. The formation of a number of student-faculty study committees both preceded and followed the self-examination period.

In October, 1968, normal activity was suspended for three days at the *State University of New York at Stony Brook* for an intensive self-study by the entire university community. As a result of the conference, a commission, composed of students, faculty, and staff was set up to conduct a revision of university governance. Committees were also set up to conduct an intensive review of the curriculum.

Research groups were set up by the Constituent Assembly of *Cornell University* to delve into 11 topics pertinent to the governance of the university during the summer of 1969. Among topics studied were black studies, problems of racism and minority groups on campus, the university code and adjudicatory system, and academic freedom.

In accordance with the State Education Law, *The City University of New York* prepares a "Master Plan of the Board of Higher Education of the City of New York" for submission to the Governor and the New York State Board of Regents. The Master Plan reflects the coordinated planning activities of faculty-student committees at each of the 17 CUNY colleges as well as the planning efforts of the college administrations and the Board of Higher Education. The Master Plan, which is prepared every four years with annual revisions, is a major document of self-study which examines and evaluates the university's policies and activities and the higher education needs of New York City. Public hearings–one for faculty, students, and staff of the university and one for the general public–are held before the Master Plan is finally adopted by the Board of Higher Education.

NORTH CAROLINA

Thirteen sub-committees, several of which included student members, have recently completed a two-year study on the future of the *University of North Carolina at Chapel Hill*. Work is underway on a study of the place and role of the ROTC on campus, with students participating.

OHIO

At *Miami University* a student-faculty-administration Commission on Student Participation in University Life has presented its final report to President Phillip R. Shriver. The group proposed the creation of a new government structure. It also asked extensive re-examination of academic requirements, improvements in communication, elimination of "red tape," and greater attention to "introduction of programs of particular relevance to black students and to women students." The report is to be distributed to the University Senate, Student Senate, and Board of Trustees and will be channeled to appropriate subcommittees for further consideration.

At *Ohio University* this year six special task forces, composed of faculty, students, and administration representatives will review and assess the program and operations of the University. Areas included in the task force assignments are academic goals and priorities, student life, budget goals and procedures, university resources, university services, and university facilities. In addition, a president's advisory council, including students, faculty, and administrators, has been appointed.

OREGON

At *Oregon State University* the Faculty Senate has recently established a committee on Minority and Special Services Programs, charged with evaluating all aspects of the university's program for students of minority groups and others needing special tutorial and counseling assistance. Three students, selected by the student government organization (ASOSU), serve on this 10-member committee which acts as an advisory group to the University's Director of Minority and Special Services Programs. The committee will also develop additional activities and programs to discharge the university's commitment to increasing the enrollment and facilitating the academic progress of students of minority groups.

The University's Commission on University Goals, which is charged with evaluating the broad objectives and long-range goals of the university, its organizational structure, and methods of operation, and with recommending measures to effect the achievement of these goals, is relying heavily on suggestions and ideas actively solicited (and received) from individual students and from the university's student government organizations.

PENNSYLVANIA

This past summer, eight students agreed to accept employment at *The Pennsylvania State University* to study the workings of institutional machinery. Their work was done in connection with a special student-faculty-administration commission appointed last June to examine the University's policies and procedures. The students met frequently with the faculty and administrative members of the commission to discuss their findings and lay out new lines of approach. The commission will ultimately prepare concrete recommendations for changes in the University.

SOUTH CAROLINA

The *University of South Carolina* is presently undergoing a self-study in connection with reaccreditation. Students are members of every committee engaged in this self-study.

SOUTH DAKOTA

The *University of South Dakota* and the Office of the Commissioner for Higher Education in South Dakota are in the process of comprehensive self-evaluative studies in which students are directly participating.

WASHINGTON

At *Washington State University*, 16 study councils, made up of students, faculty, and administrators, recently completed a comprehensive analysis of the educational objectives of the institution.

WEST VIRGINIA

A special committee of nine students, nine faculty members, and a representative of the President's Office has been appointed at *West Virginia University* to study the desirability and feasibility of a University Constitution.

WISCONSIN

As the result of a study in which students, faculty, and administration participated, the Regents of the *University of Wisconsin* in 1968 issued a report on "The University of Wisconsin of the Future." Since this report, the various campuses of the University have been involved in long-range planning to establish the future goals of each campus.

WYOMING

A special student-faculty-administration committee has been appointed at the *University of Wyoming* to study and make recommendations on aspects of student life as related to minority groups.

COMMUNICATION AND CONSULTATION WITH STUDENTS

In addition to involving students in the bodies that make campus decisions, many universities have been making special efforts to keep open the regular channels of communication with students. Through effective communications, faculty, administrators, and students share and act on matters of mutual concern, thus preventing divisive campus issues. Some examples of the specific mechanisms adopted on state and land-grant university campuses to facilitate and encourage student-faculty and student-administration communication follow.

ALABAMA

At the *University of Alabama*, Student Government officials meet regularly with various officials, including the President. A Student Life Committee, composed of students, faculty, and administrators, meets every two weeks to consider matters relating to student activities.

CALIFORNIA

A 29-member statewide President's Student Advisory Council, composed of student representatives from all nine campuses of the *University of California*, was set up last March by President Charles Hitch. The group meets quarterly with the president to discuss a broad range of topics. The agenda is composed of items originated by the President's staff and by the student representatives.

COLORADO

To improve communications between all segments of the campus, *Colorado State University*, under the leadership of its new president, has established a University Forum. The Forum consists of all academic deans, principal university administrative officers, faculty government representatives, and ten student leaders. They come together regularly to exchange information, to discuss university problems, goals, and programs, and to propose action. The forum is not considered a policy or decision-making body. In addition, the president consults frequently with student leaders on proposed policies that affect students.

CONNECTICUT

In addition to standing committees such as Student University Relations, at the *University of Connecticut* special briefing sessions are held after each meeting of the University (faculty) Senate and of the Board of Trustees, at which the president and the provost report to student government leadership on the business carried out by those bodies. Each Friday afternoon, the president or the provost is available for two hours in the Student Union Building, for a session of mutual information, criticism, and suggestion, open to all students on a walk-in basis.

DELAWARE

At the *University of Delaware*, two student groups have been established to meet monthly with the president—a President's Undergraduate Cabinet and Graduate Student Cabinet.

Also in Delaware, the General Assembly of the state passed a joint resolution commending the efforts of University of Delaware President Trabant to avoid confrontations. He spent much time night and day last year talking with students, resulting in a better understanding at the end of the 1968-1969 academic year.

Delaware State College this year says its policy is to listen to the students and try to meet reasonable demands.

FLORIDA

The *University of Florida* Administrative Council was reorganized last spring to include three faculty and three student members. The Council's primary function is to be a channel of communications between the president and other council members with respect to matters of general university concern. It serves in an advisory capacity to the president, rather than as a policy-making body. It provides a vehicle for consideration of and reaction to policies brought before it by the president or others of its membership.

Florida State University last year used a $15,000 Danforth Foundation grant to help promote a series of off-campus student-faculty colloquia for informal discussions.

GEORGIA

The Board of Regents of the *University System of Georgia* authorized the establishment of a Student Advisory Council composed of the presidents of the Student Government Associations of the several institutions which comprise the system. The Council meets quarterly and advises the chancellor, his staff, and members of the Board of Regents on problems relating to the welfare of the students in the University System.

A Student Advisory Council at the *Georgia Institute of Technology* functions to relay information between students and the president.

Every major administrative official at the *University of Georgia* has a student counterpart within the framework of the Student Government Association. These counterparts meet on a regular basis with the administrative officials. For example, the Student Minister on Academic Affairs meets with the Vice President for Instruction on a weekly basis.

HAWAII

The "President's Round Table" at the *University of Hawaii* has brought students from 14 leading campus organizations to meet with the president and his central staff over the past few years.

Since assuming office in early September, President Harlan Cleveland has personally met with all the student leadership groups on campus and has endeavored to establish communication with students of widely differing political persuasions.

IDAHO

At the *University of Idaho* there is currently considerable dialogue between the administration and the student body executive board concerning financial problems the University faces and the possible need for adjustment in student fees. Students are being given the opportunity to question the administration about the degree of need and to seek solutions more to their liking than a fee increase.

This same sort of administration-student dialogue is evident in the preliminary planning and design stages for the construction of a new athletic complex. Last year, the Athletic Complex Committee was composed of both students and faculty; this year, the University's architectural planner is working closely with interested students in determining exactly what kind of facilities should be built, how much money should be spent, and where the money should come from.

The *University of Idaho* planned a weekend retreat last year to sound out all campus voices in informal discussions concerning university matters.

Also at the *University of Idaho* last spring, two days after a campus address by Thomas Hayden, a co-founder of SDS, 4,500 University students gathered in torrents of rain before the house of President Ernest W. Hartung to express their support for him and his policies.

ILLINOIS

At *Southern Illinois University* last year, an open forum was established to allow students to discuss grievances openly with the Dean of Students and the student body president. A student advisory group has been set up to meet with each school or college to discuss and consider the academic program, curriculum, student relations, and faculty matters.

The chancellor of the *University of Illinois at Chicago Circle* has instituted a series of monthly open forums in which he meets with any students who are interested in learning his position on topics of current interest or who may wish to make their opinions known to him. A Chancellor's Press Conference is also held monthly, for the benefit of the student press.

Vice Chancellors at Chicago Circle have organized a student advisory committee, made up of representatives from the various student advisory boards serving the colleges. Students meet weekly with the two vice chancellors to exchange information and to communicate the ideas of the members of the college advisory groups.

At the *University of Illinois at Urbana-Champaign*, for the past two years the chancellor has had informal "Chancellor's Chats," in which he visits the various housing units and has informal question-and-answer sessions with students. He also holds luncheons and other meetings with student leaders to enable frank and open discussions on matters of current interest and concern.

By action of the Senate, each academic department at the *University of Illinois at Urbana-Champaign* has established a grading review committee to which any student who feels that his work has been unfairly marked may appeal his case.

In the College of Medicine at the *University of Illinois at The Medical Center*, the dean meets regularly with the presidents of the various classes and the leaders of student government. During the past school year, he also held a series of open meetings to which all students and faculty were invited.

INDIANA

The *Purdue University* Office of Public Communication this year is publishing a four-page weekly newsletter for Purdue students. It includes a calendar of events and factual information about university policies, procedures, and developments.

In addition to campus-wide committees, *Purdue University's* separate schools have provision for the inclusion of student opinions and suggestions regarding nearly every aspect of their program, including curricula. In the School of Humanities, Social Science, and Education, for example, three students sit on the educational policy committee and 15 are members of the student advisory council. All divisions in the School either have students as members of their advisory committees or are contemplating opening more committees to undergraduates.

Representatives from each undergraduate class, from the graduate class, and from various student organizations comprise the student council of the Purdue School of Pharmacy and Pharmacal Science, a group which meets monthly with the dean, his administrative assistant, and invited faculty members to discuss operation of the School.

IOWA

At *Iowa State University*, there are open meetings at which students may discuss problems with the Vice President for Student Affairs or other persons within his organization. This vice president has also appointed a committee of students to advise him on matters of governance and the Dean of Students has an advisory committee made up of students.

KANSAS

Kansas State University's Faculty Senate this fall is opening its meetings to all persons who wish to attend, subject only to space limitations. The Senate meets monthly to consider matters of direct faculty responsibility, such as courses, curricula, and degree awards. It also makes recommendations to the administration concerning other university matters.

The Chancellor, Dean of Faculties, and Dean of Student Affairs at the *University of Kansas* meet weekly with student leaders to discuss problems.

MAINE

The University of Maine's new President Winthrop C. Libby has suggested that instead of a formal inauguration ceremony for himself, the university devote two days this winter to a forum broadly considering university problems. Terming this academic year as "The Year of the Mission," Libby has challenged the Maine faculty to strive for an understanding of the needs and objectives of students and for the establishment of an atmosphere of mutual respect between the component parts of the university community.

MASSACHUSETTS

The Publications Office of the *Massachusetts Institute of Technology* issues an Institute Report at frequent intervals, describing recent developments on campus to all members of the M.I.T. community. The president has set aside every Friday afternoon for an informal question-and-answer period with all interested students. Symposia dealing with crucial issues on the campus and in the nation, arranged by students, have brought about increased contacts between faculty and students.

During a recent campus disturbance, students set up an Information Center which monitored developments for the whole M.I.T. community and, in addition, an oral report was issued twice a day by the associate provost. Almost daily faculty meetings, with students present, were also used to keep everyone informed and to open up channels for discussion of the issues involved in the disruption.

MICHIGAN

To keep students better informed about services offered by the Student Affairs Offices, a new official publication, *Campus Comment*, has been started this year at the *University of Michigan*.

At the *University of Michigan*, all University vice presidents, all student service administrators, and some other administrative officers have student advisory committees.

In order to enhance communication and consultation with students, President William R. Keast of *Wayne State University* recently hired a student activist, who is a recent graduate of the university, as a special assistant. A recent graduate of the Wayne State University Law School, his particular responsibilities will emphasize communication between the general student body and the president's office.

MINNESOTA

For twenty years, quarterly meetings have been held between student leaders, faculty, and top administrators of the *University of Minnesota* to discuss current campus issues. These meetings are informal and "off-the-record." They are held at the home of the university president or vice president or at an off-campus location selected by students. Following the University's Consultation Policy, every effort is made to consult with students or student organizations which may be affected by a proposed policy or action.

MISSISSIPPI

The president of *Mississippi State University* meets weekly with the president of the University's Student Association to keep channels of communication open. The Division of Student Affairs, the faculty, and the president's office all make special efforts to keep channels of communication open.

At the *University of Mississippi* the chancellor and his top administrative officers meet monthly with student leaders.

MISSOURI

Students from all four campuses of the *University of Missouri* serve on an Intercampus Student Council which meets regularly with University President John Weaver to exchange ideas. The president of the University's Board of Curators has also expressed his willingness to meet with students and sit with the Council in order that the student attitudes may be directly transmitted to the University's governing board.

Fourteen of the 15 academic divisions at the *University of Missouri, Columbia,* now have some form of student advisory group. Seven divisions formed student advisory councils whose members are selected by students of the division.

At the *University of Missouri's School of Veterinary Medicine,* the dean, associate dean, class officers, and organization leaders hold noonday box-lunch sessions several times a semester.

Students at the College of Arts and Sciences at the *University of Missouri, St. Louis,* have opened a direct channel of communication between themselves and members of the college's administration and faculty. They formed an "Articulation Committee" last winter, composed of representatives from the three segments of the community and intended to serve as an open forum for the discussion of all aspects of the college's activities.

At the *University of Missouri, St. Louis,* a student representative body, the Central Council, attempts to keep the administration and faculty informed of student opinion and views. It also attempts to function as a grievance committee in handling student complaints.

Members of the Council representing a cross-section of the student body are invited to meet regularly with the chancellor to keep him informed of student concerns and to serve as a sounding board for student opinion.

At the *University of Missouri, St. Louis,* the Office of Student Affairs not only maintains an "open door" policy encouraging frequent meetings with students to permit a two-way flow of information, but also actively solicits student opinion through student surveys and opinion-seeking student censuses.

MONTANA

Ever since 1951, presidents of the *Montana State University* have held roundtable meetings with the students to discuss problems, solutions, and student desires.

Earlier this fall, *Montana State University* scheduled a two-day conference on university governance for a small group of students, faculty, and administrators. The conference was planned to review existing patterns at the University, discuss their strengths and weaknesses, consider theories of leading authorities, and examine alternative patterns.

At the *University of Montana*, in addition to the president's "open door" policy, which results in frequent consultation with student body officers, a Student Facilities Council, composed of eight students and eight representatives of the administration with equal voting and discussion rights, has been established. The Council has been charged with the responsibility of reviewing and making recommendations for all student facilities, including recreational facilities, housing, and food operations, as well as acting as an interface between students and administrators for discussion and recommendations relative to any concern expressed by any member of the Council or any student desiring to bring a matter before the Council.

NEVADA

At the *University of Nevada, Reno,* students and student leaders meet periodically with the president, Dean of Students, and faculty on matters of mutual concern.

Comments UNR President N. Edd Miller, "The University of Nevada has been fortunate that no disruptions or violence have occurred on campus. Some of the factors contributing to this are the "open door" policy of the administration, a student government that utilizes its freedoms with responsibility, and a genuine recognition that students are mature members of the University community and should be active participants in the decision-making process of the University."

NEW HAMPSHIRE

Student-Administration-Faculty (SAF) luncheons are convened monthly by the president of the *University of New Hampshire* to provide student leaders (including the editor of the undergraduate newspaper, the student radio station manager, the heads of various campus organizations, and other representative students) opportunity to discuss policies and issues informally with vice presidents and deans responsible for all phases of the University's academic, administrative, and financial operations.

A tradition at the University is that the door to the President's Office is always open to a student as are all meetings of the University Senate. All members of the faculty and staff and a significant number of students also receive the minutes of all Senate meetings, in addition to campus press coverage of such meetings.

NEW JERSEY

Rutgers University reports major steps forward in the past two years in the reduction of campus communication problems. As an example, classes have been suspended on several occasions to provide time for all members of the academic community to participate in jointly-planned relevant workshops.

NEW MEXICO

University of New Mexico President Ferrell Heady has appointed a special advisory committee to serve as "counsel" to him during times of "crises" while a new all-university constitution is being written this year.

NEW YORK

The Board of Higher Education of the *City University of New York* held hearings on the proposed 1969-70 operating budget, to which they invited faculty, students, and the public to present their views. Similar hearings were held before the Board drafted its new open admissions policy.

Presidents of many CUNY colleges have student-faculty-administrative "cabinets" which they consult regularly. Several colleges have also held conferences and week-end retreats where faculty, students, and administrators can exchange views in an informal setting.

Last year, the *State University of New York* initiated an experimental Student Cabinet, composed of the heads of student governments from 22 of the SUNY campuses who met regularly with SUNY's chancellor. The Cabinet was designed to promote constructive student involvement in university-wide programs.

Early in September 1969, the *Cornell University* Board of Trustees formally received the report of a trustee committee on campus unrest and voted to give "highest priority" to the report's recommendations. The report concluded that the University must make positive moves toward preserving order, defining and enforcing academic freedom, helping the community understand programs for black students, and communicating its goals both inside and outside the university.

At *Cornell University* this fall, an official weekly newspaper of record entitled the *Cornell Chronicle* to provide detailed information about university matters has begun publication. The *Chronicle* is published by the Office of Public Information.

The "Cornell in Perspective" Program, which has been operating for several years at the University, brings together groups of students and top administrators of the university in day-long sessions aimed at improving communications between the two groups.

NORTH CAROLINA

For some years at *North Carolina State University,* student representatives from Student Government, student news media, Graduate Students' Association, and international students have met with Chancellor John T. Caldwell, the provost, the business manager, and representatives of the Faculty Senate and the Division of Student Affairs in an effort to improve knowledge on matters of concern.

Meetings of the faculty's Legislative Council at the *University of North Carolina at Chapel Hill* have recently been declared open to students and others.

The chancellor holds regular semi-monthly meetings with the president of the Student Body (and members of their respective staffs) to consider matters of common interest and concern.

Plans are nearing completion for the establishment of a University Consultative Council to include equal membership representation from students, faculty, non-academic employees, trustees, and alumni.

A new bi-monthly information sheet called "Steele Filings," containing general information for students, is now being published by the Deans of Men and Women.

NORTH DAKOTA

The Bison Board was initiated at *North Dakota State University* to point out issues of concern, clarify issues, and exchange ideas in non-structured sessions involving the administration and students. Membership includes the president of the university, the three vice presidents, the Dean of Students, and 12 student leaders.

OHIO

A fruitful dialogue has been established between faculty members and deans who meet regularly with a group of Negro students at *Miami University of Ohio.*

OKLAHOMA

At *Langston University* the university president once a month chairs an informal open meeting of the University Council. The Council is composed of 25 members of the Faculty Senate and the 50 students who serve on standing committees. Council meetings take up problems or concerns which have not been resolved first at appropriate committee meetings. All members of the faculty and student body may attend these meetings and participate fully in the discussions.

In addition, every Thursday afternoon is "open house" in the president's office. Students are free to call on the president at any time, but on "open house" days students do not even need to have any special business to transact.

OREGON

An indication of improved communications between students and faculty at *Oregon State University* is the formation of the joint Student-Faculty Council on Academic Affairs in 1967. In February 1969, a Student-Faculty Conference was held at Salishan, providing an additional forum for discussion.

PENNSYLVANIA

Acting on the recommendations of Theodore W. Kheel, prominent New York City mediator, *Pennsylvania State University* President Eric A. Walker last spring announced the establishment of an Office for Student Discussions. The Office was set up to deal with problems affecting groups of students, faculty, or administrators. It is intended to contribute to a climate of open discussion among students, faculty, and the administration.

RHODE ISLAND

At the *University of Rhode Island*, the president invites groups of students to dinner at his home once a month.

The Vice President for Student Affairs has breakfast with various groups of students two or three times per month in order to exchange ideas and get the pulse of the campus.

SOUTH CAROLINA

At the *University of South Carolina*, the Student-Faculty Relations Committee, consisting of three administrators, (including the president), four faculty, and ten students, meets at frequent intervals to discuss problems of mutual interest. Additionally, the Vice President for Student Affairs and the Assistant Vice President meet periodically with the Student Government Cabinet.

SOUTH DAKOTA

Weekly meetings are scheduled by the president of the *University of South Dakota* with the Student Body president and the editor of the student newspaper. Open forums have also been offered for informal discussion between students and key administrative officers.

Administrators at *South Dakota State University* continually discuss all matters and problems with students.

TENNESSEE

The *University of Tennessee* scheduled a major conference on the topic of campus reform this fall where students, faculty, and administrators were to discuss openly and frankly ways to bring about better relationships among all groups of the University community.

At *Tennessee State University* President Andrew P. Torrence and other administrative officers regularly schedule small group meetings of students and larger group meetings in residence halls.

TEXAS

University of Texas at Austin officials who have planned ways for dealing with unrest, should it occur, are working with student leaders to keep all lines of communication open in hopes of avoiding any trouble.

University of Texas at Austin President Norman Hackerman last year answered questions on a broad range of topics of concern to students on a weekly radio show. More than 75 students appeared on the show with the president and other administrators during the year. The show was broadcast weekly on 30 radio stations in Texas and nearby Louisiana.

Dr. Bryce Jordan, Vice President for Student Affairs at the university, has initiated a series of informal coffees with university students to hear problems and discuss university life in general. Each week approximately 250 students are selected at random from the student directory and are invited to the coffee session.

At the *University of Houston*, a University information team was named by President Philip Hoffman to provide factual information and deal with communications problems encountered by student organizations.

UTAH

Utah State University has set up a "House of Critics," consisting of students and new administration leaders who meet regularly to discuss campus issues.

At the *University of Utah* last year, a "Council of 20" was formed with student leaders, administrators, and faculty members to air critical campus issues.

VERMONT

At the *University of Vermont,* top administrators discuss with the officers of the Student Association the problems and projects they are considering and indicate how they may be able to help resolve them. The students, in turn, come to the administration to point out areas of disagreement or confusion that may exist.

The *University of Vermont* scheduled this fall a Forum in which President Lyman S. Rowell and the Student Association president, along with three other students and faculty members, were to go before students and faculty to answer questions about policies and procedures in an attempt to further understanding of university operation.

VIRGINIA

Each September, *Virginia Polytechnic Institute* holds a conference for 150 student leaders. Students are briefed as completely as possible on activities and programs for the coming year and bring up their own problems and questions. VPI officials regard this "give and take" atmosphere as most important.

The president of the *University of Virginia* and Dean of Student Affairs meet regularly with elected student leaders. In September, 1968, and again in September, 1969, about 30 student leaders met with the president, deans, and senior administrators and faculty members for uninhibited discussions and informal meals during two days and nights at the university's isolated mountain biological station.

WASHINGTON

At *Washington State University* President Glenn Terrell holds open fireside chats with students and faculty bi-weekly in a central student lounge. He also schedules regular lunch and dinner meetings with groups of students, drops in unannounced to eat at various dining halls, and maintains an "open-door" policy for his office and those of other top administrators. Student input received is given serious consideration in making decisions affecting them.

WEST VIRGINIA

At *West Virginia University,* the president meets regularly with student leaders and gives appointments to students who want to see him. An adviser to black students was appointed in 1969.

WYOMING

University of Wyoming President William D. Carlson, deans, administrators, and trustees meet regularly with students to discuss matters of concern informally. The Office of Student Affairs and the Division of Communications Services cooperate in publishing a newsletter for UW students which includes factual information about university policies, procedures, and developments.

STUDENT INVOLVEMENT WITH BOARDS OF TRUSTEES

In this section are singled out examples of specific steps taken in recent years to improve student communication with university trustees, who have the ultimate responsibility for university governance. In general, there has been relatively little student-trustee interaction over the years and the steps cited here represent pioneering efforts in this area. In a few instances, students now are even members of the board of trustees.

CALIFORNIA

The *University of California* Regents have provided that at all open meetings of the Regents' Committees on Educational Policy, Finance, and Grounds and Buildings, student body presidents and members of the Academic Council of the Academic Senate be permitted to request recognition to speak on agenda items. This procedure will be subject to review on or after June 30, 1970.

The Regents also agreed that individuals or organizations may appear before the Board with its permission, provided that at public meetings of the Board, one of the committee chairmen or the University president may request that specific student body presidents and/or members of the Academic Council be allowed to speak on those agenda items in which students and/or faculty, in previous committee meetings, have indicated an interest.

COLORADO

Occasional contacts between student leaders and *Colorado State University* Governing Board members are arranged, usually in connection with regular monthly Board meetings. The student body president is invited to attend Board meetings.

CONNECTICUT

The *University of Connecticut* Board of Trustees now has a student member with full voting rights, appointed by the Governor. The student member will serve until June 30, 1972. He is a law student who was president of the Associated Student Government of the University while an undergraduate.

Student leadership at the University sits on the Trustee-Administration-Faculty-Student Committee, a joint group which meets regularly to ensure communication among these four principle bodies concerning major current university issues. These meetings serve as briefing sessions for the several representatives, and as a device for constructing agenda for the several bodies. Representatives of student groups are frequently invited to appear at meetings of the Board of Trustees to comment on matters of interest.

FLORIDA

A Council of Student Body Presidents for Florida's seven state universities was formulated by the *University of Florida* student body president in 1967. This Council has been recognized by the Board of Regents for Higher Education in Florida and is frequently consulted on issues.

INDIANA

At *Purdue University* this year, an invitation has been extended to the president of the student body to attend all meetings of the Board of Trustees with all the privileges of any member of the administrative staff. He receives in advance a copy of the trustees' agenda and may comment on any issue.

KENTUCKY

Student representation on governing boards of colleges and universities was pioneered at the *University of Kentucky* in 1968. The Student member of the Kentucky board is a non-voting member.

MAINE

The University of Maine Board of Trustees now has one member who graduated from the University in June, 1969. He was appointed in May, 1969, while a senior at the University.

MASSACHUSETTS

Massachusetts recently became the first state to pass a law giving students a voting membership on state college and university governing boards, including the board of the *University of Massachusetts.*

The Corporation of *Massachusetts Institute of Technology* has set up a Trustees Committee consisting of Corporation members, faculty, and students for the purpose of considering issues of general interest to the academic community. At the quarterly meetings of the Corporation, it is common to call on student committees for reports on critical issues. In order to obtain a better picture of student affairs, young alumni have been recently appointed to the Corporation.

MICHIGAN

Regents of the *University of Michigan* have initiated a monthly student-faculty meeting to discuss items of mutual concern in an informal setting. These meetings supplement a formal hearing process which is used by the Regents for a number of controversial issues under consideration by the body.

MINNESOTA

The student body presidents of all campuses of the *University of Minnesota* meet periodically with members of the Board of Regents on an informal basis. They also attend the regular meetings of the Board. Each year, a Student Affairs Seminar is held by the Regents at which time various students, representing many points of view, are able to discuss their concerns and activities.

MONTANA

At the *University of Montana*, President Pantzer has frequently represented the students in expressing their concerns to the State Board of Regents and has been instrumental in obtaining audience for the students themselves before that body. The Regents themselves have expressed an affirmative concern that this avenue of communication be maintained and the Governor of the State of Montana has appointed a committee comprised of members of the Board of Regents for the purpose of enhancing Board communication with students.

Lines of communication have been set up between students and the Board of Regents of *Montana State University*. Students are allowed personal audiences before the Board.

NEW HAMPSHIRE

Faculty and student representatives from the campuses of the *University of New Hampshire* and the State Colleges at Keene and Plymouth attend the monthly meetings of the University's Board of Trustees, receiving agenda materials in advance of the meetings. They have the privilege of speaking to matters under consideration by the Board. In January, 1970, the Board will be host to 35 campus leaders at its monthly luncheon, engaging in informal discussion of trustee-student roles in campus policy-making. Several of the Board's standing committees regularly invite student participation when policies are being considered which have a direct bearing on student interests and concerns.

NEW JERSEY

Since the establishment of the Board of Governors, *Rutgers University* regulations have provided that the monthly meetings of the Board be open. Students have had access to the Board on many occasions. At times, students have requested that items be included on the Board's agenda. On other occasions, the Board has requested that students be present, and there have been special meetings of the Board which have focused completely upon student concerns.

NEW MEXICO

In November 1968, the Board of Regents of *New Mexico State University* established the University Community Council to be a sounding agency for the Board. One of the Council's four members is the president of the Associated Students.

A pattern of student attendance at meetings of the Board of Regents has been established at the *University of New Mexico.* Regents spend much time listening to and deliberating over problems brought to them by students.

NEW YORK

Ezra Cornell, a senior at *Cornell University* and oldest lineal male descendant of the university's founder, took his traditional place on the University Board of Trustees following his twenty-first birthday in November. He became the first student member of the Board.

In addition, there has been substantial effort during the past three years to increase communication and understanding between the trustees and the student body. When attending meetings in Ithaca, trustees have met and dined with groups of students. At one of their most recent meetings in New York City, they invited over 100 students to dine with members of the Board. Several receptions have also brought the two groups together.

NEW YORK

Using funds from a special gift, this summer a *Cornell University* Trustee committee engaged a professional independent survey organization to sample attitudes of faculty, administrators, students, and alumni on "issues of major importance in planning for Cornell in the days and years to come." These issues include student unrest and dissent, black students and race relations at Cornell, the basic purpose of Cornell as a university, academic freedom, the role of the faculty, and restructuring of the University. The survey was part of the committee's desire to listen to campus opinion.

The chairman of the Student Advisory Council at *The City University of New York* attends all meetings of the Board of Higher Education. Students have also attended all meetings of the Board of Higher Education's Law Committee, which has been discussing and drafting policy in the areas of academic due process, student rights and responsibilities, and confidentiality of student records. Students have also been represented at all meetings of the Board's Committee on Expanded Educational Opportunity.

Mayor John Lindsay recently appointed two young alumni to the Board "in harmony with the course already set by the Board and Chancellor Bowker to make governance of the university more responsive and relevant to the need of New York's youth."

NORTH CAROLINA

Trustees of the *University of North Carolina* have expressed their willingness to hear spokesmen from the student body at their regularly scheduled meetings. The Visiting Committee of the Board visits the campus every other year to provide members of the faculty, staff, and student body an opportunity to voice their concerns.

OREGON

Largely through the efforts of the president of the *Oregon State University* Student Government Organization (ASOSU) and with the support of the University's executive office, an Interinstitutional Union of Students has been formed (subject to ratification by the institutions' student bodies) to represent the students and student government groups at each institution governed by the Oregon Board of Higher Education. Its purpose is to present to the Board, its members and officers, to the legislature, and to the Governor, student views on all pertinent issues which affect the student both as a participant in the state's system of higher education and as a citizen of the state. The ASOSU president has also proposed to the Governor the appointment of a student to the nine-member State Board.

PENNSYLVANIA

The Board of Trustees of *The Pennsylvania State University* will consider (at its January, 1970 meeting) a proposal that three students be added to the Board of Trustees as ex officio members with full voting powers. The students would be the presidents of the Undergraduate Student Government, the Graduate Student Association, and the Organization of Student Government Association, which represents students on Penn State's Commonwealth campuses.

RHODE ISLAND

University of Rhode Island students have been invited to attend meetings of the Board of Trustees and address the group on a number of occasions.

SOUTH CAROLINA

A Trustee-Student Liaison Committee for the *University of South Carolina*, consisting of three trustees and three students (appointed by the Student Body president), has been set up and meets periodically. Additionally, a student sits with the University's Board of Trustees.

The Board of Trustees of *Clemson University* has approved a policy providing for a dinner meeting of representative students and the Board at least once a year. Students invited to participate will be selected by the university president. The trustees feel that this will provide a chance for free and uninhibited discussion of the various problems and interests with which the students and the Trustees are mutually concerned.

SOUTH DAKOTA

The Regents of Education, the governing body of South Dakota's institutions of higher education, permit students to meet with them by special request.

TENNESSEE

The president of the *University of Tennessee* Student Government Association is invited to attend all meetings of the Board of Trustees. Students also meet regularly with the Board's Committee on Student Affairs and have floor privileges.

VERMONT

At the *University of Vermont,* nominations have been received for student members to serve on trustee committees with full right of discussion. In this way, ten students are involved. The institution feels the student service on committees gives the students a far greater voice in institutional management than would be the case if only one student were serving on the Board of Trustees.

Also at the *University of Vermont,* a committee of trustees has been organized to study possible restructuring of the University's Board of Trustees. In authorizing the committee, trustees indicated that it should seek student and faculty opinion. The committee was created in response to a request by a group of about 500 students, faculty, and staff that the Board restructure its membership to include student and faculty representation. The committee is expected to report in December.

VIRGINIA

This year the principal elected student leaders at the *University of Virginia* have been invited to present their views at regular meetings of the student activities and athletic committees of the Board of Visitors.

WASHINGTON

The *University of Washington* has two non-voting student representatives on its Board of Regents.

Last December, the University of Washington Regents announced a series of steps to assure more direct and continuous contact with students, faculty, and staff. The Board instituted a continuous series of on-campus sessions with students and other groups. It also began a series of longer, overnight meetings in an informal setting with students, faculty, and staff, at which university policies along with suggestions for change would be discussed.

Student officers regularly attend Board of Regents' meetings at *Washington State University* as observers and consultants. The Regents also set aside a regular period at each meeting for an informal discussion with a group of students.

WEST VIRGINIA

In 1969, Governor Arch A. Moore, Jr., appointed a *West Virginia University* student, John Hoblitzell, to represent all university and college students on the new State Board of Regents for Higher Education. Mr. Hoblitzell serves in a non-voting, advisory capacity.

WISCONSIN

The *University of Wisconsin* Regents give the president of the student body at the campus on which they meet a special place at their meeting and have him available for comments on issues that arise.

WYOMING

The student body president serves as an ex-officio member of the *University of Wyoming* Board of Trustees and has the same privileges as elected members except the right to vote.

OMBUDSMEN

The ombudsman is a special type of government official whose position originated in Sweden. He is a "people's man," a civic watchdog who is independent of governmental pressures. His job is to detect and investigate complaints of public employees' misuse of authority and to rectify valid complaints. On a number of campuses, students and faculty have been appointed ombudsmen to receive and investigate complaints against acts of university officials and faculty members. A number of towns and counties in the United States have also been experimenting with the ombudsman concept.

ALABAMA

At *Auburn University*, a campus Ombudsman Director coordinates a 24-hour telephone answering service sponsored by the Student Government Association. Students, faculty, and interested citizens may use the service to make complaints, suggestions, and inquiries concerning the university or its students. The ombudsman and the SGA research questions and complaints and try to respond within a week. They bring legitimate complaints before university officials.

Instead of establishing an Ombudsman Office, the *University of Alabama* recently appointed a committee, which is composed primarily of students, to obtain student comments on University practices and procedures which affect students.

ARIZONA

At *Arizona State University*, the president of the student body and six faculty and staff members serve as general ombudsmen to hear any outstanding grievances and to help find solutions within the existing framework of the university. Services of the designated ombudsmen are available to faculty and staff as well as to students.

At the *University of Arizona*, the Assistant Dean of Men tours residence halls as a walking ombudsman, to listen to complaints and problems.

CALIFORNIA

Last fall, the *University of California, Berkeley*, appointed a professor of engineering science as its first ombudsman. His task is to hear complaints on academic matters from students, devoting half-time to his ombudsman duties. He has the power to investigate, to recommend, and–if necessary–to publicize; but he may not directly reverse or revise decisions made or actions taken by the normally constituted authorities. His is the power of reasoned persuasion.

This summer the *University of California at Los Angeles* established the office of ombudsman to resolve some of the procedural and other problems students and others encounter. "We see the ombudsman as someone to whom students, faculty, or staff members can turn when they don't know how to solve their problems or when they have exhausted all the regular channels without a solution. It's an attempt to provide more personal concern for the individual." The first ombudsman at UCLA formerly served as pastor to the University's Presbyterian students and as Associate Dean of Students. He was recommended for the new position by a student-faculty-administration commission.

COLORADO

An *ad hoc* committee established by the Faculty Council of the *University of Colorado* is currently working to set up the post of ombudsman for the university. Representatives of the faculty, student body, and administration are serving on the committee.

No ombudsman position as such is in effect at *Colorado State University*. However, a full-time Human Relations Officer was recently appointed and works in promoting ethnic and racial understanding, investigates civil rights and discrimination complaints, and develops programs to foster human relations on campus. In addition, staff in the Office of the Dean of Students perform general counseling functions similar to those carried out by ombudsmen on other campuses.

CONNECTICUT

An ombudsman for the *University of Connecticut* was appointed this fall. He is Dr. Fred Adams, a member of the university staff, who is also chairman of the Connecticut State Commission on Human Rights and Opportunities.

The ombudsman receives or initiates complaints regarding incidents or practices alleged to have violated racial respect or human rights on the campus. In this connection, any person claiming to have been so aggrieved may file a complaint with the ombudsman's office, which the ombudsman immediately investigates. The ombudsman may make special recommendations to the President concerning disciplinary action as well as recommendations to administrative officers designed to correct practices he has certified. The ombudsman works closely with the University's Standing Committee on Racial Respect, also established earlier this fall.

FLORIDA

The ombudsman's office at the *University of Florida* is sponsored by Student Government.

ILLINOIS

The position of campus ombudsman has been established at the *University of Illinois at Urbana-Champaign*. He assists students in finding the correct official to meet a particular need, and may negotiate solutions of student problems and recommend changes when necessary.

MASSACHUSETTS

The *University of Massachusetts* Board of Trustees has approved the establishment of an ombudsmen unit for the Amherst campus. The ombudsman will "assist any petitioner in the procurement of a just settlement of a grievance."

MICHIGAN

Michigan State University created the office of ombudsman for students in 1967.

The Student-Faculty Council of *Wayne State University* has proposed that an Office of Student Ombudsman be created to expedite the handling of student complaints. It has been proposed that the ombudsman should be a recent graduate, rather than a current staff or faculty member or student, in order to provide some insurance of impartiality.

MINNESOTA

At the *University of Minnesota* students from the College of Liberal Arts have established a Student Ombudsmen Service (SOS). A centrally-located office was made available to them by the university.

NEW YORK

This October, acting on recommendations of a joint committee representing students, faculty, and staff, Peter Regan, acting president of the *State University* of *New York at Buffalo,* created two new offices "intended to improve our ability to fairly and effectively handle complaints, offenses, grievances and disputes arising in the life of our University." The new offices are University Advocate and University Ombudsman, both filled by professors. The Advocate will serve as internal counsel, responsible for bringing on proceedings to enforce university rules of conduct and standards of administrative judgment. The ombudsman will function as a mediator between the individual and the administrative and academic bureaucracy, at times as a representative of the individual, and as a last resort for the individual who feels that he cannot otherwise obtain satisfaction. The Advocate will act both for the University community in general and, in many cases, for individuals aggrieved by violations of rules and standards.

Two years ago, an ombudsman first served students, faculty, and staff at the *State University of New York at Stony Brook.*

Two colleges of the *City University of New York* have ombudsmen. Professor Samuel Hendel, a lawyer and member of the Political Science Department, is the ombudsman at City College. His duties include overseeing the operation of the newly-reorganized government and trying to assure justice and equity for all groups and individuals. He is assisted by a student selected by the student government. Robert Clarke, assistant professor of chemistry, was named to the post of ombudsman at Bronx Community College. He serves as a mediator and consultant.

Cornell University has appointed a faculty authority on trade unions as its first ombudsman. The office of ombudsman will be independent of any existing university agency. Mrs. Alice H. Cook, the new ombudsman, will receive grievances from anyone in the Cornell community and then endeavor to bring about a satisfactory solution between the person filing the grievance and the appropriate university office.

"It will be my job to be a fact-finder and to represent the complainant in any problems he might have and to make sure he knows what avenues of redress he has. If some shortcoming is found in the present university structure for redress, it will be my job to call it to the attention of the appropriate body that can remedy it," she said.

OHIO

Kent State University last fall created a new position—Dean for Faculty Counsel—to give a large and growing faculty a more effective channel for solving individual problems and grievances. The position follows the concept of ombudsman and was proposed by President Robert White following a recommendation from the Faculty Senate. Appointed to the position was the immediate past president of the campus chapter of the American Association of University Professors.

SOUTH CAROLINA

Under a new ombudsman program at the *University of South Carolina,* students who have complaints against the faculty or administration get them heard and remain anonymous. The ombudsman at South Carolina is a faculty member in the School of Engineering. He works with a committee of ten students.

SOUTH DAKOTA

The ombudsman concept has not been officially adopted at the *University of South Dakota*, but the Director of Student Affairs operates within that conceptual framework.

TEXAS

The first ombudsman for the entire student body has been named at the *University of Texas at Austin.* He is Carnegie H. Mims, Jr., a second-year law student. He will have an office, receive a salary, and be an independent investigator of student complaints. Last year a student served as ombudsman for the College of Arts and Sciences.

WASHINGTON

At the *University of Washington*, a faculty member serves as the university's ombudsman, with responsibility for investigating student, faculty, and staff complaints of inappropriate action by university agencies, and seeking relief where warranted by the circumstances. He may also recommend changes in policies and procedures to help protect the rights of individual members of the university community.

WEST VIRGINIA

In 1968, *West Virginia University* appointed an ombudsman to work primarily with non-academic employees. The Dean of Student Educational Services and his staff function as ombudsmen for students.

WYOMING

At the *University of Wyoming*, the president and key administrators serve as general "ombudsmen" to hear any outstanding grievances and to assist in finding solutions within the framework of existing university policies and regulations.

◆

UNIVERSITIES ADOPT STUDENT SUGGESTIONS

To demonstrate that students can be and have been heard on university campuses, just a few examples have been listed below of specific steps taken at state universities in direct response to student requests. These range from the initiation of new academic courses to changes in dormitory visitation regulations. Similar examples can be found on many other campuses too.

ALABAMA

The *Auburn University* administration has made many changes on campus in response to constructive suggestions and ideas presented by students. In the past year, for example, curriculum revisions have been made on the basis of new course sequences developed jointly by students, faculty, and administrators. In response to questions raised by concerned students, the University's mandatory ROTC requirement was reviewed by a student-faculty-administration committee. An experimental dormitory was set up for women. Various changes have been made in rules for women. The physical education requirement was reduced. And finally, after concern was expressed by student leaders, a Student Discipline Committee was appointed to review policies pertaining to discipline. Students now have greater representation on discipline committees.

Through its committee structure and its Office for Student Development, the *University of Alabama* seeks out and reviews student suggestions relative to all aspects of university life. Recently, as a result of student proposals, a pass-fail credit system was adopted, which allows students to take courses outside their field of study and receive their credits on a pass-fail basis. Students are now participating in a revision of the University's registration process, and student recommendations have been responsible for the establishment of a new system for handling student activity fee accounts.

ARKANSAS

A teacher evaluation program has been inaugurated at the *University of Arkansas*, giving students the chance to evaluate, on an anonymous basis, their courses and the teaching ability of faculty members.

CALIFORNIA

On several campuses of the *University of California* new agencies have been instituted to implement setting up courses suggested by students. On several campuses community projects have been both suggested and implemented exclusively by students.

The concept of *in loco parentis* has been abandoned by the *University of California at Berkeley* as a result of discussions between administrators and students.

COLORADO

Largely as a result of student advocacy or recommendations, *in loco parentis* rules and policies have been phased out at *Colorado State University* and responsibility for the establishment of student rules has been given to student governments. In addition, student requests were instrumental in creating an ethnic studies program and for gaining student seats on major university committees, including those in faculty government.

CONNECTICUT

Students at the *University of Connecticut* have had a long list of their suggestions incorporated into university policy. Many more are now in the planning stage. In the area of race relations, student suggestions concerning curricular innovation, grievance procedures, and housing policies have already been implemented. As a direct result of students' suggestions, a campus rathskellar is now in the planning stage, student cooperative service agencies have been established, a policy has been set governing use of facilities for industrial recruitment, and all institutional policies related to the housing of students are under systematic review.

Perhaps most dramatically noteworthy has been President Homer Babbidge's recent endorsement, in his annual address to the faculty, of a complete overhaul of the university's structures of governance. The president credited Tim Jerman, Associated Student Government president, with original suggestions concerning many details of the proposed renovation.

DELAWARE

In November 1968, the *University of Delaware* faculty approved by an overwhelming majority a statement on student rights and responsibilities recommended for passage by a joint student-faculty committee on Student Activities. The statement gave students new rights in the determination of their social affairs and rules of conduct not involving federal, state, or local laws.

Also at the *University of Delaware* last year, student requests led to experiments in self-regulated hours for women and visitation by women in men's residence halls, and to the scheduling of a further trial period for this fall. A final decision on the continuation of these privileges will be made after January 1, 1970.

FLORIDA

As the result of an Action Conference which had the full support and participation of *University of Florida* students and Student Government, 41 recommendations were made to the president. These recommendations resulted primarily from student suggestions. The majority of these have been implemented and the remainder are in the process of implementation, modification, or discussion.

GEORGIA

In response to close work together by members of the Student Government Association and members of the Student Affairs Office at the *University of Georgia,* curfews for all women students of at least sophomore standing have been eliminated at the University, and curfews for freshmen have been modified. Georgia students this year are in charge of all general disciplinary action.

Largely due to student requests, ROTC was made voluntary effective with the fall quarter, 1969. In addition, grades earned in basic physical education will not be included in calculations yielding the cumulative or graduating averages of students.

ILLINOIS

The Black Student Association at the *University of Illinois at Urbana-Champaign* has contributed significantly to the establishment of the Commission on Afro-American Studies, which in turn has developed an Afro-American Cultural Program. Residence organizations, and particularly the judicial boards on campus, have provided a direct and immediate reaction to the needs of students. This has resulted in modification of the judicial processes, in creation of a visitation program, and in changes in the residence halls operations. At *Chicago Circle* a group of interested black students has formed a committee which submitted a detailed proposal for a Department of Ethnic Studies. Several of these students were appointed to serve on a faculty committee that is currently meeting with the chancellor's staff in order to formulate a General Ethnic Program.

INDIANA

At *Purdue University* last spring, black students submitted proposals for an enlarged black studies program to President Frederick L. Hovde; President Hovde appointed a special committee to review the proposals and recommend a long-term program which the university could implement immediately. President Hovde complimented these groups who "have provided the administration with sound, thoughtful and well-conceived ideas for enlarging the program of the university." Purdue's Black Cultural Center is in the process of organization–with major student inputs–this year.

Last December, upon the recommendation of student leaders and with the approval of the Faculty Council, the *Indiana University* Board of Trustees approved open guest privileges three days a week when students in campus residences could invite members of the opposite sex to study and visit in their rooms. Later, the policy was modified to allow students not wishing such privileges to request other accommodations. That modification was reversed subsequently in response to further student requests.

IOWA

A new Action Studies Program course scheduled at the *University of Iowa* this fall was the idea of three students. Instead of protesting about U. S. foreign policies and programs, new solutions can be sought in the course. The class is structured like the U. S. State Department, with a Bureau of Economic Affairs, a staff of the Secretary of State, and five regional bureaus covering the world. No lectures or tests are planned, but students research problems affecting their group and prepare papers supporting their policy decisions.

Iowa State University has adopted several suggestions made by students and refined by committees which included student representatives. Among them are a limited pass-fail system, revised women's hours, and revised requirements for the senior English examination.

KANSAS

At the *University of Kansas,* a student-faculty committee appointed in May 1968 to consider student participation in the government of the University recommended a restructuring of both the student and faculty governing bodies to more clearly reflect the membership and concerns of each body.

KENTUCKY

This fall the *University of Kentucky* College of Law faculty announced the appointment of a law student to each of its committees for the first time. The action was taken following a request earlier this year by the president of the Student Bar Association.

MASSACHUSETTS

The *University of Massachusetts* this fall is decentralizing its Student Senate and developing area residence governments.

As a result of meetings between the president's office and student leaders of the Afro-American Organization, the University has instituted a number of reforms in the area of human relations and has set up a university-wide monitoring committee to oversee implementation of the reforms. The committee includes two Afro-American representatives, a member of the Student Senate, a member of the Graduate Student Senate, a Faculty Senate member, and a member of the administration.

Among the reforms agreed to by the administration were:

Stepped up efforts to recruit black faculty and staff and black members of the campus police force.

The development of a wide range of activities to make the university community more aware of black-white tensions and to find ways of dealing with them. A format will be sought to train members of residence hall and Greek-letter group governing staffs in racial orientation.

A system of campus-wide sensitivity training sessions.

The establishment of a university-wide code of human relations conduct, plus a review board for offenders and a system of penalties.

Beginning with this year's freshman class, all incoming freshmen will receive black-white encounter training as a part of freshman orientation.

At the *Massachusetts Institute of Technology* students not only suggested an increase in the enrollment of black students, but they now play a major role in recruiting disadvantaged students. In the case of classified research, students contributed to the decision to abandon classified theses. Students have also played an important role in decreasing the emphasis on war-related research in favor of research relevant to the problems of society.

MICHIGAN

At *Michigan State University* last year, a major academic freedom report was implemented. The report was adopted two years ago following extensive study by students, faculty, and administrators.

At *Wayne State University* a student government suggestion to change policies regarding the repetition of and withdrawal from classes was implemented.

MINNESOTA

At the suggestion of students the *University of Minnesota* has established an Afro-American Studies Department, an Indian Studies Department, and a scholarship and loan fund for minority students. Student suggestions have also led the university to intensify the recruitment of minority students, involve more students in the governance of the university, and review policies on placement, ROTC, demonstrations, and minority workers on campus construction projects.

MISSOURI

Based on recommendations from students, faculty, administrators, and others the *University of Missouri* Board of Curators last year approved new rules of procedure in student disciplinary matters. The rules were designed to protect students rights and insure due process in disciplinary procedings.

Also at the *University of Missouri,* students appeared before the Board of Curators to seek "hikes" in student fees.

At the *University of Missouri, St. Louis,* one department reviewing its curriculum asked for student critiques of its program through an article in the student newspaper. At the request of student groups, two new courses were scheduled: a non-credit experimental course in student government and a three-hour credit course in Negro history.

MONTANA

Student suggestions which have been affirmatively acted upon at the *University of Montana* include: A change in the age at which women can live off campus; a coeducational dormitory; discontinuance of a mandatory dormitory sign-out procedure for women; a change in the policy of visitation privileges in the dormitories; changes in traffic and parking regulations; changes in student disciplinary procedures, and changes in curriculum.

Montana State University has changed many of its residence hall regulations as the result of suggestions from the student governing bodies within the halls.

NEW HAMPSHIRE

In 1968–69, the Senate of the *University of New Hampshire*, following up recommendations originally initiated by students, took major steps to expand and to improve UNH's College Opportunity Program Experiment (COPE) for disadvantaged students. The Senate's action, with initial emphasis upon providing additional college opportunities for black students, led to a consolidation of the existing COPE and Martin Luther King student-aid programs, with increased resources and a more direct involvement on the part of both students and faculty.

A visitation program, devised and proposed by students, provides guest privileges for students of the opposite sex to visit other students in their living quarters in university residence halls, fraternities, and sororities. Functioning on a seven-day-per-week basis, the program is supervised and its rules enforced by house councils, the student Judiciary Board, and the Office of the Dean of Student Affairs.

A joint faculty-student-administration committee at the university is engaged with the UNH Residences Office in proposing innovations in campus housing which will enable students living in university residence halls to identify their living areas with the institution's educational programs. One of the first projects is an effort to have a faculty husband-and-wife team live in a residence hall. Another effort seeks to encourage professors to hold meetings of their classes in residence hall lounges and meeting rooms.

NEW JERSEY

In response to student demands that the university better serve students from communities surrounding its three campuses, *Rutgers, the State University of New Jersey,* has moved to admit more economically deprived students.

In addition, residence hall policies at Rutgers are student-initiated. They are established by the Inter-Residence Hall Association, which is a student body.

NEW YORK

The open admissions policy, which will go into effect at *The City University of New York* in September, 1970, was not originally scheduled to begin until 1975. Earlier implementation was called for by the Student Advisory Council and other student, faculty, and community groups, and the Board of Higher Education approved an advance in the target date for start of the new admissions policy. The university will offer admission to all graduates of New York City high schools.

Students suggested the formation of the Chancellor's Student Advisory Council, which is now a functioning body, representing student interest to the chancellor, the Board of Higher Education, and the Administration Council of college presidents. Requests from the Council resulted in student representatives being named to attend meetings of the Board and the Administrative Council.

A group of students on the Agriculture campus at *Cornell University* formed an "Agriculture Reform Committee" to work for more flexibility in the curriculum. The group lobbied within channels and the school's Educational Policy Committee approved three of their demands: The elimination of the practice requirement; reduction in the number of required hours of Agriculture courses, and an end to the mandatory Orientation 101.

A group of 30 Cornellians concerned with finding ways the Cornell white community could educate its members about racism in personal, institutional, and national relationships came up with the idea for a new course. The student-run course, entitled "Education Issues in a Democracy," was introduced this fall.

At the *State University of New York at Albany,* the University Council last spring approved modification of regulations for entertainment of visitors and the use of alcohol on the campus. Under general guidelines to be set by the Living Area Affairs Committee, students in various living halls will set their own rules.

NORTH CAROLINA

Within the last year, based on initiative taken by *University of North Carolina* students, a Visitation Program within the residence halls has been authorized. Parietal rules have been modified, and steps have been taken to eliminate discriminatory requirements concerning housing of women students.

To some extent, as a result of student initiative, a Black Studies curriculum has been developed, and an active effort is being made to recruit black students and students from disadvantaged segments of society.

OREGON

In April, 1969, at the request of *Oregon State University* Student Senate and with the approval and support of the Faculty Senate, the president of the university approved the adoption of the document commonly referred to as the Student Bill of Rights, entitled "Student Rights, Freedoms and Responsibilities at Oregon State University." Student recommendations have also been adopted in many areas relating to housing regulations, curricular matters, and registration.

SOUTH CAROLINA

In response to suggestions by residence hall government, the *University of South Carolina's* regulations concerning possession and consumption of alcoholic beverages on campus have been changed to permit such in conformance with state laws. As suggested by Associated Women Students, all curfew hours have been removed for women students above the freshman class who have parental permission. Student Government established a Metropolitan Education Foundation, which now involves faculty, students, and townspeople in a comprehensive program of education and recreation in the disadvantaged areas of the city.

SOUTH DAKOTA

As a result of direct student influence, the University Senate of the *University of South Dakota* has approved:

A Student Bill of Rights.

Improved housing regulations and policies.

A student disciplinary system (Student Court System).

TENNESSEE

The administration of the Knoxville campus of the *University of Tennessee* responded favorably to student proposals concerning the operation and management of residence halls, especially in the adoption of a more liberal policy on hours for women students above the freshman year and in the adoption of a policy concerning off-campus living by women students.

TEXAS

At the *University of Texas at Austin,* student dissatisfaction with the food in university-run cafeterias housed in the Student Union resulted in the management of the two cafeterias being turned over to the student-dominated Texas Union Board last summer.

VERMONT

The *University of Vermont* Board of Trustees in October named a committee to consider additional funding to aid recruitment of black students. The committee was created in response to a request by Student Association President Brooks McCabe.

Following his receipt of two petitions–one calling for an end to ROTC and the other asking for its continuation–President Lyman Rowell of the *University of Vermont* announced that he would ask student and faculty committees to study the matter and that he would call a University Forum this fall to provide an opportunity for full and open discussion. The Forum included student, faculty, and administration participants, including Rowell, and dealt with housing, black students, and Kake Walk as well as ROTC.

VIRGINIA

At the *University of Virginia* suggestions made by elected bodies of the student government have been regularly put into effect in recent years. Rules regarding housing have over the past three years been amended expressly to follow student desires, concurrently with establishment of responsible student administration of the rules. Programs for recruitment of black students have been instituted on a cooperative student-administration basis.

WASHINGTON

At *Washington State University*, a portion of student fees is now used to finance a new Center for Social Research. This is the result of a student suggestion at an informal meeting with the president. The University's policy on military recruiting on campus was reviewed by a committee of three students, three faculty, and two administrators; a student referendum was held on allocation of part of the Student Activities Fee; hours were eliminated for all women except first-semester freshmen; and parking regulations, fee structure, and allocations were studied–all following suggestions and recommendations from student groups and individuals.

WEST VIRGINIA

There is a tradition of strong student government at *West Virginia University*. For instance, students initiated actions that led to adoption of a limited pass-fail grading system and abolishing residence hall hours for sophomore, junior, and senior women.

At the suggestion of black students, WVU arranged for six Negro professors on the West Virginia State College faculty to fly to WVU and deliver two lectures each in a course concerning black experiences in 20th century America. The WVU College of Commerce developed a course dealing with contemporary economic problems at the request of two students.

WISCONSIN

The Madison campus of the *University of Wisconsin* is now laying the groundwork for an Afro-American Studies Department and a major in Afro-American Studies. The Milwaukee campus expanded course work in this area and established an Afro-American Center. Both campuses instituted these programs as the result of requests by students.

WYOMING

Upon the recommendation of the Student Senate and with the approval and support of the Board of Trustees, the Wyoming legislature in January, 1969, adopted a bill providing for appointment of the student body president to the *University of Wyoming* Board of Trustees. Students have initiated a teacher evaluation program which has been of assistance in reviewing courses and the teaching ability of faculty members. In response to student requests, trustees have eliminated a rule making it mandatory for upperclassmen to live in university dormitories. Trustees, following student suggestions, have appropriated funds to support a pilot program for the admission of more economically-deprived students.

> "As educators, our duty is to educate–to help each student develop his full potential in intellect and character, including learning from mistakes. Most of the students involved in the recent episodes are young men and women of high ideals and great promise. We cannot reject them out of hand, but we can guide them. . . ."
>
> – President Howard R. Bowen
> University of Iowa

II. POLICIES AND PROCEDURES ON CONDUCT AND DISRUPTION

Largely in response to the growing threat of violence and disruption on college and university campuses, institutions of higher learning throughout the country have in the past two years developed specific procedures and policies to protect their campuses and to guarantee the rights of those engaged in normal university activities to continue their pursuits unhampered. The examples in the following sections illustrate recent activities along these lines. Institutions not listed here have been excluded not because they have not been taking steps to deal with disruptive demonstrations but only because the Office of Institutional Research lacked specific information on their activities at the time this compilation went to press.

"Whatever reasons may be given for what the disruptions have done, they cannot be justified. Every thinking person is agreed that it cannot be permitted to happen again and that action necessary to stop it must and will be taken to do so.

"It is easy for me to understand how some institutions were temporarily thrown into turmoil and buildings taken over. Rightly or wrongly, colleges and their administrators were wholly unprepared, both in policy or police personnel, to deal with the hard core agitator, on and off the campus, and their manipulation of the immature idealism of the college students, and the actions that occurred in complete violations of the traditional actions of scholars and students.

"But, I would guess that every college is now ready to act if the occasion demands."

– Stephen C. O'Connell, President
University of Florida

POLICIES ON OBSTRUCTION AND DISRUPTION

In this section are examples of the kinds of specific policy and warning statements state universities have been adopting recently with regard to campus disruption. These statements make it clear that state universities will not tolerate violence, disruption, and interference with the rights of others and that they will initiate disciplinary proceedings against those who engage in such tactics. Penalties are clearly spelled out, and in many cases include expulsion or suspension.

ALABAMA

Auburn University in October, 1969, revised its policy for campus disruptions, to warn that students "engaged in or contributing to any disruptive or destructive activity will be subject to prompt disciplinary action and, if appropriate, to civil action." Non-students, it warns, will be brought before the proper civil authorities.

Furthermore, in response to concern expressed by student leaders, disciplinary procedures and penalties for offenses including rioting, disruption of University operations, dishonesty, and possession or use of illegal drugs have been clearly defined and published in the student handbook.

ARIZONA

In July 1968, the Arizona Board of Regents adopted a policy clamping down on acts of disruption or violence on university property.

Arizona State University's new code of conduct warns expulsion or suspension may result from offenses including the following:

"Intentional obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other University activities, including public service functions and other duly authorized activities on University premises.

"Occupation or seizure in any manner of University property, a university facility or any portion thereof for a use inconsistent with prescribed, customary, or authorized use; preventing, obstructing, or substantially interfering with the use of a facility or a portion thereof by those persons for whom or to whom the space is assigned.

"Participating in or conducting an assembly, demonstration, or gathering in a manner which threatens or causes injury to person or property; which interferes with free access, ingress, or egress to University facilities . . . remaining at the scene of such an assembly after being asked to leave by a representative of the Office of Student Affairs or a campus security officer."

CALIFORNIA

University-wide rules which are applicable on all nine campuses of the *University of California* state that one of the specific categories of misconduct for which students are subject to discipline is "obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities, including its public service functions, or of other authorized activities on University premises."

COLORADO

In September 1968, Regents of the *University of Colorado* approved a general tightening up of regulations governing student conduct. This was the first major revision of the Laws of the Regents since 1960. The new laws spell out standards of conduct expected of students in more detail than the old ones and they specifically state that CU officials shall not discuss student grievances "under conditions of coercion, intimidation or where ultimatums are present or implied."

The ultimate authority for disciplinary action is vested in a Faculty Committee.

In addition, a resolution passed by the Faculty Council empowers the chairman of any public meeting held on campus to take all necessary steps to see that speakers can be heard and are treated with courtesy.

Colorado State University's "procedure for accommodating peaceful assembly on campus" was revised in March, 1969. This policy statement guarantees the rights of peaceful assembly and prohibits demonstrations which interfere with educational functions. Demonstrations are prohibited in classrooms during hours they are scheduled for use. Demonstrators refusing to leave when directed by authorized university personnel are subject to immediate temporary suspension and arrest under applicable city and state laws.

CONNECTICUT

At the *University of Connecticut* during the past two years, students have comprised a large majority of the special committee which formulated policies related to recruitment and related demonstrations. Several students now serve as voting members on a special committee developing guidelines for responsible dissent and demonstration on the campus.

All matters of student conduct and discipline are accountable to the Student Conduct Committee. This board is comprised of three faculty members and seven students and acts autonomously under the authority of the Dean of Students.

DELAWARE

In August 1968, the *Delaware State College* Board of Trustees declared its college policy "to make clearly understood that vandalism, disruptive activity, taking over or otherwise occupying or using the College grounds, buildings or facilities without proper authorization, intimidation and violence are unacceptable modes of behavior and will not be tolerated."

The *Delaware State College* student handbook warns that "any student who initiates or participates in a demonstration or any form of protest on campus that obstructs the academic process, interferes with the rights of others on campus, or results in physical violence or property damage is subject to serious disciplinary action."

Delaware State College and the *University of Delaware* have declared they will permit students to demonstrate, picket, and distribute leaflets. But whatever steps necessary will be taken to control picketing that interferes with university functions.

FLORIDA

At *Florida State University*, a new student code details "offenses" which may lead to expulsion or lesser penalties:

– "deliberately impeding or interfering with the rights of others to enter, use, or leave any University facility, service, or scheduled activity

– "deliberate interference with members of the University community in carrying out their normal functions or duties

– "participation in unlawful demonstrations, riots, affrays, or assemblies in violation of policies, rules and regulations of the Board of Regents and the Florida State University, or in violation of the law

– "destruction, damage, or misuse of University property. . .

– "unlawful or unauthorized entry into or upon University owned or controlled buildings, property or facilities."

The *University of Florida's* policy governing demonstrations was adopted by and has the support of faculty and student leaders. As explained by UF President Stephen C. O'Connell: "The policy is a simple one. Briefly stated, under it freedom of speech and action is guaranteed everyone entitled to be on our campus, so long as the individual obeys the law, does not interfere with the rights of others, or interfere with the orderly operation of the University. If anyone by his action threatens to disrupt, he is warned to desist. If he persists, he will be suspended pending hearing. If he still doesn't stop, he will be arrested."

GEORGIA

The Board of Regents of the *University System of Georgia* has adopted a policy on disruptive and obstructive behavior, which is said to be consistent with resolutions adopted in 1968 by the AAUP, AAC, and AHE Executive Committee condemning actions taken to disrupt the operations of institutions of higher education. It warns as follows:

"Any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary or public service activity, or any other activity authorized to be discharged or held on any campus of the University System of Georgia is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment."

HAWAII

A proposed addition to the Student Handbook of the *University of Hawaii* pertaining to judicial procedures is currently before the university's governing bodies. It specifies a variety of sanctions that could be involved in cases where students are found guilty of actions which disrupt any university function.

IDAHO

In April, the *University of Idaho* Board of Regents adopted a Faculty Council-approved University policy calling for "prompt and firm action" in terminating any disruptive protest demonstration or sit-in.

ILLINOIS

In September 1968, the *University of Illinois* Board of Trustees warned that "acts of violence, disruption, and interference with the rights of others". . .(are) wholly antagonistic to the spirit and purpose of the University. . .Such actions constitute unacceptable behavior on the part of any University student or member of the faculty and staff."

The *University of Illinois* has a new "Policy on Demonstrations," which brings together all current policies and procedures of the University for maintaining order on its various campuses. Included are actions of the Board of Trustees and the president and a statement adopted by the Senate committee on Student Discipline. A step by step approach to the handling of disruptive activity has been set up at each campus of the University, according to the document. It also notes that liaison with state, county and local law enforcement bodies has been established to assure their availability if needed. The "Policy" is signed by President David D. Henry.

INDIANA

On August 28, 1969, the *Purdue University* Board of Trustees amended its June 8, 1968, resolution covering conditions of student conduct leading to suspension or expulsion from the University to include obstruction and disruption of university activities as grounds for automatic suspension for a minimum of one full academic semester plus the remainder of the semester during which the offense occurred.

The resolution also noted that "demonstrations are not of themselves misconduct. Demonstrations which do not involve conduct beyond the scope of Constitutionally-protected rights of free speech and assembly are, of course, permissible. However, conduct which is otherwise improper cannot be justified merely because it occurs in the context of a demonstration."

In September, Purdue added to its statement of principles and policies for academic tenure originally issued in October 1964 a section warning that faculty staff members would be dismissed if found guilty of disruption or obstruction of university activities.

IOWA

In February 1968, the State Board of Regents in Iowa designated as acts of misconduct subjecting the violator to disciplinary action "intentionally disrupting the orderly processes of the university; intentionally obstructing or denying access to services or facilities by those entitled to use such services or facilities; or intentionally interfering with the lawful rights of other persons on the campus, or inciting others to do these acts."

This policy applies to all Regents institutions in the state.

At the *University of Iowa,* it has been incorporated in the current Code of Student Life distributed to all students and in the general catalog.

At *Iowa State University,* it has been incorporated into the regulations concerning student behavior that appear in the 1969-71 student handbook.

Iowa State University also warns that admission or re-entry to the university as a student may be qualified or denied to anyone who while not registered as a student commits acts that would have subjected a registered student to disciplinary proceedings.

KENTUCKY

The *University of Kentucky* Student Code warns students that disruptive or coercive acts may lead to suspension or expulsion. Any action constituting "interference with, or coercive action against, any registered organization or any individual on property owned or operated by the University. . .or prevention of ingress to and egress from buildings" is a disciplinary offense at the University.

LOUISIANA

Louisiana State University has banned Students for a Democratic Society from all its campuses. The Board of Regents said it could "find no reason why it should encourage destruction of the university system by according SDS, or any other similar organization, official status."

MAINE

The *University of Maine* has distributed a Statement on Campus Disorder, approved in October, 1969 by the Student Senate and the Council of Colleges. The statement includes policies approved in 1967 by the Faculty Council and Board of Trustees stating that normal university functions may not be disturbed and the free flow of traffic may not be disrupted by individuals or groups. The statement also outlines relevant disciplinary regulations and procedural guidelines for dealing with campus disorders.

In addition, the University's Code of Student Conduct, currently under review, confines demonstrations to the outside of University buildings and warns that demonstrations must not block access to buildings or interfere with either the free movement of anyone on university grounds or the normal conduct of university affairs.

MARYLAND

Current regulations of the *University of Maryland* warn that "disciplinary sanctions will be imposed not only for individual misconduct which demonstrates a disregard for institutional behavioral standards, but, as well, for conduct which indicates disregard for the rights and welfare of others, as members of an academic community. Such conduct may ultimately call into question the student's membership in the university community, either because he has violated elementary standards of behavior necessary for the maintenance of an educational milieu, or because his continued presence at the University adversely affects the ability of others to pursue their educational goals."

The University of Maryland regulations also forbid destruction or theft of personal or university property and warn that disciplinary action may include restitution to the University or to the individual(s) involved.

MASSACHUSETTS

Under the leadership of the President, Provost, Dean of Institute Affairs, and the Chairman of the Faculty, a code of behavior relating to dissent on the campus has been developed at the *Massachusetts Institute of Technology.* Faculty-student committees have been appointed to apply this policy to specific instances of disruption and violence which may involve the civil authorities or the Discipline Committee of M.I.T.

The Code of Student Conduct for the *University of Massachusetts* has been amended by joint committee action to include defined limits and procedures for campus protest and dissent. These standards are under continuing study by the committee at the direction of the Board of Trustees Committee on Student Activities.

MINNESOTA

On April 24, 1968, a student-faculty committee at the *University of Minnesota* issued a report on campus demonstrations and made various recommendations. The implementation of the report has been initiated and supported by faculty and students. In summary, the report states that orderly demonstrations as an expression of favor or dissent should be permitted and encouraged on a university campus, because of the very purpose, nature and functions of a university. It adds, however, that "demonstrations which disrupt the functioning of a university endanger its existence."

MICHIGAN

University of Michigan President R. W. Fleming at a faculty meeting on September 29 of 1969 said: "We can within the University of Michigan, tolerate as much dissent and turbulence, I suppose, as any university in the country. But we cannot tolerate continued harrassment and disruption which makes our primary purpose for being here impossible."

In June 1968, the *Michigan State University* Board of Trustees passed a resolution warning that attempts to interfere with university activity may subject participants to legal and disciplinary action, "including suspension and expulsion."

MISSISSIPPI

Mississippi State University has revised certain regulations and procedures relating to campus disturbances.

MISSOURI

A strong policy statement warning that the *University of Missouri* will not tolerate actions by any groups or individuals that interfere with its normal and regular activities was issued in fall 1968 by President John C. Weaver. The statement has the unanimous support of the Board of Curators and applies to all four University campuses. It warns that any students or employees who interefere with normal activities "will face immediate suspension and may suffer ultimate dismissal."

MONTANA

The *University of Montana* has long had a general policy which insures the student's right to freedom of speech and expression through demonstrations or otherwise so long as the exercise of this right does not interfere with the normal operation of the university. In the event the normal operation of the university is in fact interfered with, then a policy statement has been prepared to be read to the students participating in any such violation of University regulations which informs them that if the violation continues, the university will, upon recommendation of the Attorney General of the State of Montana, take the necessary steps to obtain an injunction against its continuance.

NEBRASKA

The *University of Nebraska* Board of Regents adopted a policy on "campus disorders and response to disruptive action" on April 19, 1969. In this instance, students, faculty, and administration agreed on the policy which was presented to the Regents for approval. This policy states in effect that when disruption occurs, sanctions will be imposed on the spot. If these sanctions are ignored, university officials can invoke police force. The policy also provides for the right of any individual or group to petition for public hearing.

NEW HAMPSHIRE

At the *University of New Hampshire,* faculty, student, and administration committees dealing with specific issues, such as ROTC, recruitment as well as student rights, have all emphatically rejected physical disruption of the University's normal operations as a tactic. The committees also suggested peaceful means for recording opposition to campus situations that seem undesirable.

NEW JERSEY

The *Rutgers University* policy on demonstrations states that any demonstration that interferes with the freedom of other members of the academic community will not be tolerated. This includes all actions which interrupt the normal activity of the institution, e.g. occupying buildings, obstructing traffic, or committing any act of trespass or vandalism. The University warns that such activities, if carried out, can result in disciplinary measures, including possible suspension, expulsion, or the application of civil remedies as appropriate. Where disciplinary measures are required, due process will be observed in accordance with well-defined procedures established by each college and division of the university.

NEW MEXICO

In January 1968, the Deans' Council of *New Mexico State University,* working with the President's office, widely publicized the University's position on rights and responsibilities of students. The statement specifically warns against activities "which hinder a faculty member or administrative officer in the performance of his university duties or which put obstacles in the way of students going about their legitimate university concerns." Such activities "must be considered irresponsible, and the individuals involved will be subject to disciplinary action," the statement continues.

The Regents of the *University of New Mexico* approved a Student Standards Policy for the University several years ago. It guarantees procedural due process to students in violation of university regulations and sets up standards of student behavior. The policy calls for disciplinary action "if a student acts in such a way as to affect adversely the University's educational function or disrupt community living on campus."

NEW YORK

In July 1969, the *State University of New York* Board of Trustees adopted new rules and regulations for maintaining public order on state university campuses. These regulations were distributed on SUNY campuses this fall. They are binding on all persons on university-controlled premises. They detail "prohibited conduct" which may subject violators to penalties including expulsion and/or dismissal. Among the prohibited activities are the following:

– entering into private administration or faculty offices without permission "express or implied."

– remaining in any building or facility without authorization after normal closing hours.

– deliberately disrupting or preventing the orderly conduct of classes, lectures, and meetings; or deliberately interfering with the freedom of any person to express his views, including invited speakers.

– willfully damaging or destroying property of the institution or under its jurisdiction.

– entering or remaining in any building in a manner that obstructs its authorized use by others.

A report by a Special Trustees' Committee on Campus Unrest at *Cornell University* endorsed the adoption of a new university-wide judicial system, formulated and approved by both the Faculty Council and Board of Trustees. The major thrust of the new system is that there will be no negotiations under duress and no amnesty to offenders. Students refusing to abide by university codes and regulations will be suspended or expelled.

New regulations designed to prevent disruption of public order are also in force this year at *Cornell.* The rules were adopted by the Board of Trustees in compliance with a new section of the New York State Education Law.

The regulations affirm the rights of peaceful dissent and free speech on campus. Regarding "Standards of Conduct," they summarize as follows: "All persons shall conduct themselves on University premises in a manner which does not disrupt or obstruct university operations or functions or infringe upon or interfere with the lawful exercise of the rights and freedoms of others." Specific kinds of prohibited conduct are listed, including using force against persons or property, obstructing access to University premises, and preventing the participation of others in employment interviews and other authorized activities.

To help enforce the regulations, the Trustees, acting on recommendations from a student-faculty-administration task force, created two boards to hear cases and appeals involving alleged violations and also created the post of judicial administrator. These positions were filled this fall.

In June, 1969, the Board of Higher Education of *The City University of New York* adopted an eight-rule code dealing with the maintenance of order on its campuses. Included are specific prohibitions against: Obstruction or forcible prevention of others from the exercise of their rights; interference with the institution's educational processes or facilities; unauthorized occupancy or obstruction of university facilities; disorderly/or indecent conduct; possession of weapons on campus; theft or damage to university property or the property of any person on university premises, and use of language or actions likely to provoke or encourage physical violence.

A range of specific penalties to which violators will be subject is also spelled out. The rules were drafted by the Board's Education's Law Committee following consultations with representatives of the university's Faculty Senate, Student Advisory Council, and Deans of Students.

NORTH CAROLINA

The Executive Committee of the *University of North Carolina* Board of Trustees adopted on July 7, 1969, a statement defining University policy in cases of disruption of the educational process; and on September 12, 1969, a statement of procedures to implement the policy.

It defines disruptive conduct and warns as follows:

"Any student, faculty member (including full-time or part-time instructor), or employee who willfully by use of violence, force, coercion, threat, intimidation or fear, obstructs, disrupts, or attempts to obstruct or disrupt the normal operations or functions of any of the component institutions of the University, or who advises, procures, or incites others to do so, shall be subject to suspension, expulsion, discharge, or dismissal from the University."

In implementing the statements, each chancellor was to appoint a student-faculty-administration board of inquiry and a university hearings committee.

In September the Chancellors of the six units of the *University of North Carolina* distributed copies of these statements to all students, staff, and faculty.

At *North Carolina A & T State University,* a code to student life, widely distributed this fall, sets down guidelines for protests, picketing, and demonstrations by student groups. It requires specific grievances, issues, "or other potential protest or demonstration concerns" to be submitted 96 hours in advance to the president of the Student Government Association, who will conduct a hearing on them and submit his findings and recommendations to the Dean of Student Affairs. Applications to assemble for purposes of protests in the case of unreconciled grievances must be made at least 24 hours in advance. Assemblies and demonstrations must be conducted so as not to interfere with or obstruct normal traffic flow onto, about or around the campus. The use of the campus "as a staging area" for off-campus protests or demonstrations will be discouraged.

The code to student life also warns that "any student or faculty member who willfully, by use of violence, force, coercion, threat, intimidation or fear, obstructs, disrupts, or attempts to obstruct or disrupt the normal operations or functions of the University, or who advises, procures, or incites others to do so, shall be subject to suspension, expulsion, discharge, or dismissal from the University."

NORTH DAKOTA

A statute enacted by the 1969 session of the North Dakota Legislature mandates the State Board of Higher Education or the administration on the campus involved to take certain steps in the event that any person is found to have willfully damaged any university property or willfully obstructed the normal administration of the university.

The course of action required includes the following:
(1) The filing of a civil suit for damages against the person;
(2) The signing of a criminal complaint charging him with a violation of the law;
(3) If the person is a student, his expulsion from the school; and
(4) If the person is a faculty or staff member, the bringing of a hearing on the charge of breach of his employment contract.

The statute does not grant the administration of a college the authority to withdraw the civil or criminal complaints once they are filed. Therefore, no requests for amnesty or withdrawal of charges can be honored.

In a policy statement on campus disruption, the *North Dakota State University* Administrative Council cited the provisions of the statute. The statement added that, in the event that any seizure or forcible occupation of university property falls short of the willful destruction or obstruction prohibited, the Academic Council of NDSU will take action, including:
(1) All negotiations, if any, with the occupying group will be terminated immediately.
(2) The occupying group will be advised that the university authorities are prepared to meet with a limited number of representatives of that group at a time and place when and where reasoned discussion can be had, but only after the seizure or forcible occupancy has ceased, and only with the understanding that such seizure or forcible occupancy will not be repeated.
(3) The occupying group will be notified publicly to vacate.
(4) If the notice to vacate is not followed, all necessary steps to ensure compliance will be taken.

The *University of North Dakota* is currently in the process of drawing up more detailed statements of policy and procedures to be followed in the case of serious interruptions of normal university activities than are found in its "Conduct Code and Disciplinary Procedures," its current guide in handling student violations of regulations.

OHIO

The *Ohio State University* Board of Trustees has adopted a set of rules dealing with disruption of university operations and with the university committee on discipline. The rules provide that students found to have engaged in disruptive acts may be subject to expulsion, with or without prosecution in civil courts.

The Policy for the Conduct of Members of the *Ohio University* Community was adopted in September, 1968. It specifically declares as unacceptable conduct for members of the University community and visitors "obstruction or disruption of teaching, research, administration, disciplinary procedures, or other university activities, including the University's public service functions, or of other authorized activities, on University-owned or controlled property."

Violators may be ejected from University property, suspended or expelled from the University, or liable to legal prosecution as appropriate.

OREGON

The *University of Oregon* Code of Student Conduct has detailed provisions which include offenses relating to the physical abuse of another person in the academic community and to the malicious destruction, damage, or misuse of University property or of private property on campus. It also proscribes improper disruptions of classes.

Oregon State University's Student Handbook has undergone considerable revision to insure that it defines in detail the code of conduct for all students. Sections include: Responsibility of Individuals, All University Policies and Regulations, Disciplinary Actions and Procedures, Responsibility of Student Organizations, and the recently adopted statement on "Students Rights, Freedoms and Responsibilities at Oregon State University."

PENNSYLVANIA

Last March, in a letter to parents, *Pennsylvania State University* President Eric A. Walker reaffirmed the University's determination "that no class shall be interrupted nor action tolerated that threatens others or interferes with the educational programs of the University."

SOUTH CAROLINA

A policy concerning the conduct of students, adopted by the Board of Trustees in 1965, still is the standard at *Clemson University*. The policy recognizes that "there is a valid function performed by faculty and student body alike in considering and supporting any and all issues controversial or noncontroversial within the framework of orderly peaceful and lawful decorum, demeanor and processes." At the same time, it empowers the president of the university to take any disciplinary action that he feels the circumstances warrant to prevent acts of violence, unlawful use and misappropriation of institutional property and facilities, criminal acts and public acts which reflect adversely on the maintenance of discipline and on the good name and reputation of the university, its student body, and faculty.

A statement in the rules and regulations of the *University of South Carolina* recognizes the rights of students to peaceable assembly, freedom of opinion, freedom of speech, and freedom to engage in the normal educational and institutional processes of the university. It adds that the university will use all of its resources to see that no one connected with the university interferes with the free exercise of these rights. Appropriate legal and disciplinary sanctions will be invoked in cases of "physical obstruction or interference, interference by noise, and actions which offend or outrage normal sensibilities . . ."

SOUTH DAKOTA

South Dakota State University's regulations state that students may have peaceful demonstrations but they cannot interfere with the normal operations of the institution in teaching, research, and extension. They cannot interfere with the rights of any other student or citizen, and they cannot destroy property which belongs to individuals, the state, or federal government.

A policy adopted at the *University of South Dakota* states that student demonstrations are recognized as a legitimate means of expression to the point that there is no interference with the freedom of others or disruption of regular scheduled university activities.

TENNESSEE

On June 20, 1968, the *University of Tennessee's* Board of Trustees approved a resolution that "conduct or activities which are disruptive of the educational process will not be tolerated on any campus of the University of Tennessee." The Board authorized the president and administration of the University to take "any lawful action which is necessary to maintain law and order and the integrity of the institution . . . This board will not tolerate any form of civil disobedience or disruption of the University's orderly business."

The University's policy permits campus demonstrations in areas generally available to the public provided demonstrations are orderly and do not interefere with university traffic and activities.

On March 27, 1969, the *University of Tennessee* Administrative Council approved an itemized list of "misconduct for which students are subject to discipline." It includes "obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities, including its public service functions, or of other authorized activities on University premises."

Student regulations have been updated at *Tennessee State University* to be more specific regarding penalities for disruptive acts.

TEXAS

In April 1968, the Board of Regents of the ten-institution *University of Texas System* amended its rules and regulations dealing with disruption of educational activities by force or violence. Penalties including expulsion for students and dismissal for employees were set for those who "acting singly or in concert with others, obstruct or disrupt, or attempt to obstruct or disrupt, by force or violence, or by threat of force or violence, any teaching, research, administrative, disciplinary, public service or other activity authorized to be held or conducted on the campus of a component institution of the UT System."

Texas Tech University regulations forbid "the use of force or violence which in fact causes obstruction or disruption of teaching, research, administration, disciplinary procedures, or other university-authorized activities, including its public service functions, or of other authorized activities on university premises . . . The words 'force or violence' include such acts, for example, as are commonly called 'stand-ins,' 'sit-ins' and 'lie-ins' only when such acts are in fact obstructive or disruptive of any of the authorized activities as set out above."

Texas Tech President Grover E. Murray has warned that "the administration and the Board of Directors of the university neither condones, nor will tolerate, irresponsibility of actions or interruptions of the orderly processes conducive to maintenance of a desirable learning atmosphere. The administration and the Board of Directors of Texas Tech intend unequivocally that abrogation of the university's requirements of conduct and behavior shall make the offender liable to disciplinary action including separation from the University community."

In a statement issued last May, the *Texas A & M University* Board of Directors noted that "the doors of Texas A & M University have been, and will continue to be, open for orderly constructive change as recommended by anyone with noble purpose. But change which would disrupt due academic processes–change thrust upon this institution under the ugly veil of threat or demand–will not be considered or tolerated."

A statement issued last March by *University of Houston* President Philip Hoffman warned students that disrupting the normal educational program or threatening life or property could lead to fines or prison. He specifically warned that occupation of buildings, classrooms, offices, laboratories, or other University facilities in such a way as to interfere with their normal use would not be tolerated, nor would blocking of access to those facilities be allowed. Persons failing to end disruptions when so requested by university spokesmen will be subject to university disciplinary action, as well as civil arrest and prosecution. In making his statement, President Hoffman noted that he also represented "the unanimous viewpoint of the Board of Regents."

VIRGINIA

At the *University of Virginia,* in May, 1968, University President Edgar F. Shannon, following a meeting with student leaders, stressed that "University officials will not negotiate. . .under conditions of duress, such as unauthorized occupation of university property." In September, 1969, he issued a statement confirming the university's commitment to academic freedom, freedom of speech, and the right of students to indicate publicly their views in ways not disruptive of academic activities, scheduled events, or other normal university functions. The university's catalogs state that "any student found guilty of participating in or inciting a riot or an unauthorized or disorderly assembly is subject to suspension."

A detailed statement on procedures to be observed in the event disruptive activities develop was adopted in 1968 by the University Council and Board of Visitors at *Virginia Polytechnic Institute.* The statement was distributed to all students and faculty during fall registration for the 1968–69 and 1969–70 academic sessions. The statement outlines procedures for orderly picketing and demonstrations. In the event these activities become disruptive or interfere with normal University programs or the individual rights of others, specific steps for restoring order are outlined in the statement.

WASHINGTON

Washington State University President Glenn Terrell last March in an open letter reiterated university policy of using all resources available "to prevent disruptive action on the campus on the part of anyone–faculty, students, staff, or outsiders." Members of the university community "who violate the rights of others" are subject to disciplinary procedures.

Last November, the *University of Washington* Regents issued a statement declaring explicitly "what it has regarded as implicit heretofore, namely, that it will not condone actions on the university campus . . . which threaten the destruction of university facilities, records, or property, or which prevent students, faculty, or staff from carrying forward their regular activities and responsibilities . . ." The Regents warned that individuals resorting to disruptive activities "expose themselves to university discipline or action of the courts, or both."

WISCONSIN

Recently-enacted Regent regulations applying to all *University of Wisconsin* campuses prohibit intentional conduct which seriously damages university property, indicates serious danger to the personal safety of members of the university community, and which obstructs or seriously impairs university activities. Other new regulations require identification cards, authorize chancellors to close campuses to outsiders in emergencies, severely limit the use of bullhorns at campus rallies, regulate picketing and other assemblies to limit interference to regular campus activities, and prohibit the entry on campus for specified periods by students who have been suspended or expelled as a result of obstructive or dangerous conduct and by non-students who are convicted of crimes involving danger to persons or property on campus.

WYOMING

The *University of Wyoming* has declared it will permit students to demonstrate, picket, and distribute leaflets so long as the procedures are orderly and do not interfere with the rights of others or hamper normal university functions.

STUDENT CODES

At a number of institutions, all regulations pertaining to student behavior have been assembled into a comprehensive document known as the student code. Students are expected to familiarize themselves with their codes and to abide by the regulations laid out in them. These codes have in many cases been developed by and/or with the assistance of students. In recent years, a number of these codes have been revised to deal more explicitly with disruption of campus activities and the penalties for such disruption. The Office of Institutional Research has in its files complete copies of a number of these student codes and will furnish further information or samples upon request.

ALABAMA

Although the *University of Alabama* has no official Code of Conduct, officials are now bringing together all policies and procedures relating to students, with a view toward making these more readily available to students.

ARIZONA

Following more than two years of work by the Student Affairs Committee and other groups, *Arizona State University* has for the first time this fall a single code of conduct, bringing together in one document materials formerly found in a variety of publications not spelled out at all. Pending formal adoption by appropriate campus governing groups, the code of conduct went into effect this summer as a "provisional but operating regulation."

CALIFORNIA

At the nine campuses of the *University of California* each enrolled student is given a student handbook which includes an extensive section on the rights and obligations of students and the procedures involved in disciplinary action. Revision of these rules at either the campus or University-wide level occurs only after extensive consultation between students, faculty, and administrators.

COLORADO

Colorado State University distributes a handbook entitled "The Rights and Responsibilities of Students and Student Groups at Colorado State University." The handbook contains general policy statements affecting students and their organizations along with pertinent city and state regulations.

DELAWARE

University of Delaware President E. A. Trabant has set as a major "problem" to be solved this year the development of documents on student rights and responsibilities, along with the development of a new judicial system and a new constitution for the Student Government Association. Drafts of the needed documents were prepared last year by student-faculty committees. They currently are awaiting revisions needed to eliminate conflicts with the University's charter and inconsistencies.

FLORIDA

At *Florida State University*, a new code of conduct, entitled "Rights and Responsibilities of Students at the Florida State University" went into effect this fall. The code was developed with the assistance of both students and faculty.

President Stanley Marshall early in the fall of 1969 was to appoint a commission representing all segments of the University to undertake an extensive study of the relationships of the students to the University and to recommend additional changes in the code as needed during the academic year.

The *University of Florida* has a Student-Affairs Committee which constantly reviews the need for changes in the University Code of Conduct. A revised code is now receiving the consideration of the committee.

GEORGIA

Each institution in the *University System of Georgia* either has revised or is in the process of revising its rules governing student conduct in the light of recent court decisions in this area. Generally students are being given a more active role in decision making, particularly with regard to the discipline of their fellow-students.

HAWAII

A detailed Statement of Standards for the *University of Hawaii* is currently under consideration by the university's governing bodies. The document consists of a community bill of rights plus a designation of behavior that would be unacceptable from students, faculty or administrators. The statement notes that "the achievement of excellence in the University is promoted by the unification of the academic community in a common purpose: The mutual enhancement of educational experiences." The statement guarantees rights to academic freedom to participate with equal status in formulation of purposes and policies of an all-university nature to engage in peaceful protest, and to due process, among other rights listed.

IDAHO

The *University of Idaho* is now revising its rules and regulations as well as procedures for handling disturbances to determine whether they need strengthening. A new student code of conduct is expected to be developed soon.

INDIANA

The *Indiana University* Board of Trustees presented a new student code of conduct to all students during registration for the fall quarter this year. It spells out in detail the rights of students to appeal and to due process of law. The document received an enthusiastic endorsement from the student body president.

IOWA

At the *University of Iowa*, a current "Code of Student Life" has been published as the result of last year's work of an all-university Committee on Student Life, which establishes rules and regulations governing standards of conduct at the University. Six years ago only four students sat on this committee; now there are seven student members on the 15-man committee. Although in effect now, the code is subject to refinements and revisions.

At *Iowa State University*, the "Code of the Student Community" is published as part of the student handbook, "The Chart." A sub-committee of the Council on Student Affairs is currently developing a procedure for greater consultation with students and other segments of the university community in making future revisions of "The Chart."

KANSAS

At the *University of Kansas* a subcommittee of the Student Senate is currently developing a new Student Code of Conduct for ratification by the Student Senate.

KENTUCKY

The *University of Kentucky* Board of Trustees revised the University's Code of Student Conduct in July 1969. The revised code spells out penalties for disruptive and coercive actions. Student and faculty trustee representatives were included on the Board committee that studied the code.

MAINE

A Disciplinary Code adopted at the *University of Maine* in 1968 deals quite specifically with the maximum sanctions that may be imposed for various forms of conduct. Dismissal is the maximum sanction for acts of destruction of property or for knowingly giving false information to university officials in pursuit of their official duties. Suspension is the maximum sanction for trespass, or intentionally placing a person in fear of physical harm. Disciplinary probation is the maximum sanction for disorderly behavior. The code also outlines the procedure to be followed by the University in disciplining a student when policies are violated.

In addition, the University's current Student Handbook includes a Code of Student Conduct adopted in May, 1967. The Student Matters Committee of the Student Senate is reviewing this code this year and Student Senate action on a revised code is expected before the end of the year.

MASSACHUSETTS

The Student Matters Committee of the Senate at the *University of Massachusetts* is presently reviewing the university's Code of Student Conduct, and Student Senate action on a revised code is expected before the end of the academic year.

MICHIGAN

The Commission on Student Government of *Wayne State University* is currently completing a comprehensive bill of student rights and responsibilities. It will enlarge and make current a similar bill enacted by the university's Student-Faculty Council four years ago.

MINNESOTA

At the *University of Minnesota* a new Student Code of Conduct is presently being considered by a special Study Committee on Student Affairs. The committee will make its report early in 1970.

MONTANA

At the *University of Montana*, Standards of Student Conduct have been adopted and approved jointly by the students, faculty, and administration. All violations are concerned with the lawful missions, processes, or functions of the University.

Montana State University is currently reviewing all disciplinary rules, regulations, and penalties, as well as the philosophy behind required student conduct. Revised rules will be compiled for distribution to all students.

NEBRASKA

The *University of Nebraska* Board of Regents, Faculty Senate, and the Associated Students of the University of Nebraska have adopted, as institutional policy, a document on "The Student in the Academic Community." This document outlines general rights and responsibilities, rights and responsibilities in the classroom, and rights and responsibilities in the instructional settings. The new University Council on Student Life is an outgrowth of this effort.

During the summer of 1969, a publication entitled "Expectations for University Students" was mailed to each student's home address. This publication included information on student conduct, codes, the policy on disruptive action and the document on "the Student in the Academic Community."

NEVADA

At the *University of Nevada, Reno,* a subcommittee of the Office of Student Affairs, including the student body president and a faculty member, has been delegated the responsibility of surveying, organizing, and collating existing policies and regulations affecting students.

NEW HAMPSHIRE

A joint student-faculty-administration committee established by the *University of New Hampshire* Senate in 1968–69 developed a lengthy "Declaration of Student Rights and Responsibilities" which sets forth University policy guidelines in eight areas–freedom to learn, freedom of access to higher education, faculty-student relations, student records, student affairs, student conduct on and off the campus, procedural standards for student discipline, and enforcement of the Declaration's provisions. In brief, the Declaration establishes that "students are free to learn and to challenge" and to "support causes by orderly means which do not disrupt the regular and essential operation of the University or violate the rights of other members of the academic community and of the community at large." The Declaration, now incorporated as the introductory section of UNH's Student Rights and Rules Book, makes clear provision for due process procedures in any disciplinary actions undertaken by University officials.

NEW JERSEY

Rutgers University has endorsed the principles espoused in the "Joint Statement on the Rights and Freedoms of Students."

NEW MEXICO

A Statement of Rights and Responsibilities for the *University of New Mexico*, adopted by the Board of

Regents, affirms the student's right of free speech and honest expression of opinion. It calls for disciplinary action only in cases where "a student acts in such a way as to affect adversely University's educational function or disrupt community living on campus."

NEW YORK

New codes of student conduct are being developed on campuses of the *State University of New York* during the 1969–70 academic year in compliance with the requirements of the new New York State Education Law. The law requires that all colleges "chartered by the regents or incorporated by special act of the legislature shall adopt rules and regulations for the maintenance of public order on college campuses and other college property used for educational purposes and provide and program for the enforcement thereof." The new rules must govern the conduct of students, faculty and other staff as well as visitors and other licencees and invitees on campus. The document must also clearly set forth penalties for violation of the rules. The new codes will be used concurrently with the new "Rules and Regulations for Maintenance of Public Order on Premises of State-Operated Institutions of the State University of New York," adopted by the SUNY Board of Trustees.

Rules of Student Conduct regarding drug violations have recently been revised at the *State University of New York, Stony Brook.* The new rules provide sanctions which vary according to the character and quantity of the drugs involved and the nature of the offense itself. Students are prohibited from possessing marijuana; central nervous system stimulants, such as amphetamine or barbiturates; Peyote, LSD or other hallucinogenic drugs, and narcotic drugs such as opium or heroin. The maximum sanction for possession of the former two types of drugs is suspension, and the maximum sanction for possession of the latter two types is expulsion.

The penalty for selling marijuana and stimulant and depressant drugs is suspension for a first offense and expulsion for any subsequent violations. The penalty for selling narcotics or hallucinogenic drugs is expulsion.

Cornell University's student code, which was first issued in 1963, was revised last year. The updated code went into effect, on at least an interim basis, this fall.

In August, Cornell published a "Policy Notebook for Students," containing the University's basic documents concerning student conduct. The booklet states that "the establishment of policies concerned with student life has been the result of the combined efforts of students, faculty, and administration."

NORTH CAROLINA

Student codes of conduct are under constant revision at the *University of North Carolina at Chapel Hill* either by the Student Legislature or by the referendum device. Two matters of current concern to students are:

A belief that action should be taken by the university only when the offense occurs "on campus."

A desire to add the Double Jeopardy amendment to the Constitution which will bar action by the university in cases where a student is being prosecuted in the civil courts.

North Carolina A & T State University this year has distributed a booklet called "Code to Student Life: Some Policies and Guidelines."

OHIO

At *Miami University*, faculty, students, and administration have worked cooperatively in the last few years to define reasonable and effective student conduct regulations.

In response to a state legislative mandate, representatives of the faculty, student body, and administration at *Ohio University* developed a statement of campus conduct standards, which was approved by the Board of Trustees in September 1968. Copies of this statement were distributed by Ohio University President Claude R. Sowle to all members of the Ohio University community this fall.

OREGON

A document on Student Rights, Freedoms and Responsibilities is in effect this fall at *Oregon State University*. It was approved by the Associated Students OSU Senate and the OSU Faculty Senate and signed by the OSU president. The document deals with academics, student affairs—particularly pertaining to freedom of association and freedom of inquiry and expression, off-campus freedom, and disciplinary measures.

SOUTH CAROLINA

Contained in "Student Rules and Regulations" of the *University of South Carolina* is a "Statement of Student Rights and Freedom Within the Academic Community," initiated by the Student Senate, passed by the Faculty, and approved by the Board of Trustees.

SOUTH DAKOTA

At the *University of South Dakota* students publish their own handbook and, under the Student Court System, they have developed their own codes of conduct and penalties for infractions thereof.

TEXAS

Rules on student services and activities at the *University of Texas at Austin* have been compiled and are published in the General Information Bulletin of the university as well as in a separate pamphlet. Areas dealt with include: Orientation, admissions policies, student financial aid, the Student Health Center, housing, student organizations, intramural sports, the Texas Union, student records, the use of university facilities, and student discipline and conduct.

UTAH

At *Utah State University*, a student-faculty committee last year reviewed and rewrote, where advisable, all university policies involving the student community and collected them into a single document referred to as "The Student Code."

WASHINGTON

At the *University of Washington*, major revisions in regulations covering student conduct and discipline have been adopted by the Regents on recommendation of the University Senate in the first major restructuring of regulations since 1959. A major point of the new code is creation of a Joint Council on Student Conduct and Activities, composed of students and faculty. It will be responsible for a "continuous review of the general standards of conduct . . . rules and regulations on student activities and procedures for student discipline as they affect both individual students and student organizations."

The new code places regulations and discipline in a more specific framework than previously with more highly specified and regulated student participation.

WEST VIRGINIA
At *West Virginia University*, students wrote and voted approval of a Statement on Student Rights and Responsibilities, commonly called the Student Code. The University Senate referred the Statement to a conference committee consisting of five students and five faculty members to develop a jointly prepared statement that will be presented to the University Senate and the student body for approval.

WYOMING
Every enrolled student of the *University of Wyoming* receives a student handbook which outlines the rights and obligations of students and details procedures to be followed in disciplinary actions. At the present time, administrators and students are completing work on a student Bill of Rights.

UNIVERSITY PREPAREDNESS FOR DISRUPTION

Although university officials have increased their efforts to maintain viable channels of communication and to deal with legitimate student concerns, they remain alert to the possibility that disruption of their operations may in fact be threatened. Rather than be caught unprepared, most institutions have developed detailed plans for handling disturbances should they occur. In many cases, these plans include coordination among students, faculty, and administration groups, as well as with campus and local police authorities.

ALABAMA
Auburn University has worked out a detailed procedure which will be followed should protest activities interfere with the normal activities of the University. The procedure provides for injunctions and criminal prosecution. It also outlines activities for the campus security officers, Office of Student Affairs staff, student leaders, and others. Approximately 30 student leaders have agreed to help control mass demonstrations under the direction of the Student Affairs staff.

ARIZONA
The *University of Arizona* has in the past sought and secured restraining orders in certain cases and has been ready in other cases, if necessary, to secure the action of civil authorities to maintain an orderly campus. It would not resort to court action and police enforcement, however, unless necessary. As President Richard A. Harvill says: "Preparedness though is absolutely essential."

ARKANSAS
In 1967, the Arkansas Legislature passed an act enabling all Arkansas agencies and institutions to confer peace officer status upon their security personnel. The act also defined certain violations of the law and the actions that the agency or institution could take. With other existing laws, the University believes it has the tools needed to handle disturbances that might occur on a campus.

CALIFORNIA
UCLA Assistant Dean of Student Activities, Allan Wiesblott, reported: "We have avoided a battle plan, believing it would lead to a war situation. Instead of planning for trouble we're trying to prevent it."

COLORADO
Colorado State University's administration began developing plans for handling disruption shortly after the 1964 occupation of Sproul Hall at Berkeley. These plans have been reviewed and modified at regular intervals. The University's student handbook and "procedure for accommodating peaceful assembly on campus" outline the the procedure to be followed by campus administrators and security officers in the case of demonstrations that are not peaceful.

FLORIDA
On October 1, the *University of Florida* added to the staff of the Vice President for Student Affairs a special assistant on matters of student conduct. The new official's duties will include representing the University in investigating alleged violations of the Student Conduct Code, and, when necessary, presenting the facts of a charge before the Committee on Student Conduct; determining matters of conflicting jurisdiction between campus judicial bodies; referring charged persons to appropriate University counseling courses; maintaining files of all charges and dispositions; acting as a depository for records of the Committee on Student Conduct and for current rules of procedure of all judicial branches; recommending changes needed in such procedures; and preparing orders of expulsion for signature by the chairman of the Committee on Student Conduct.

GEORGIA
In the case of disruption, the *University of Georgia* will handle the situation in accordance with guidelines set down in a formal written memorandum between the Department of Public Safety (Campus Police) and the Division of Student Affairs.

MAINE

The *University of Maine's* 1969 Statement on Campus Disorder spells out in some detail procedural guidelines to be followed "whenever possible" in dealing with campus disorders. It calls for a "control group" made up of students, faculty, and administrators to advise the university president in "extraordinary" situations.

MARYLAND

University of Maryland President Wilson H. Elkins has noted that "It is the policy of this university to deal with disruption, seizures, or other illegal action as quickly as possible with whatever legal means are necessary." He added that Maryland "will not negotiate with any individual or group under threat of force."

MASSACHUSETTS

The president of the *University of Massachusetts* has a formally established emergency advisory committee, composed of members of both the Faculty Senate and the Student Senate. This body provides broad-based community involvement and advice to the president in the event that emergency situations may require community participation in developing a decision.

In the single instance where there was a disturbance on campus, the university terminated it with the assistance of state police. Violators were brought before the civil courts. This process was successful in that neither damage nor injury resulted to any person involved in the action.

In the case of a recent disruption, the *Massachusetts Institute of Technology* obtained a restraining order from the court prior to any instance of violence. Separate committees of students, faculty, and administrators have been set up to deal with the problem of disruption. A Task Force of administrators works closely with the Campus Patrol and the civil authorities in dealing with problems of violence.

MICHIGAN

The *University of Michigan* last summer developed plans for use in case of building occupations or violent demonstrations. The University also fireproofed and bombproofed files containing important documents.

MINNESOTA

In a policy statement issued September 29, *University of Minnesota* President Malcolm Moos listed standards for determining whether an event is to be considered "disruptive," set down procedures for faculty members faced with disruptions, and defined the disciplinary procedures followed by the University after a disruption. Faculty chairmen of public meetings, and other university officers are instructed to call university police immediately if a disruption appears to threaten life or property. In the event of potential or pending disruption, staff members of the Office of Student Affairs are to be called to assist in resolving any conflict which could escalate into a serious disruption. The guidelines are considered interim procedures pending the report of an extensive study expected in 1970.

MISSOURI

At *Lincoln University* the "Student Handbook" has been revised with special emphasis given to the "University's expectation of students regarding change, dissent and unrest." While certain specific infractions are listed along with possible University actions, the "Handbook" employs a positive approach by emphasizing expectations rather than an exhaustive list of "do's and don'ts," replete with matching penalties, This "Code of Expectations" is being emphasized in the release of the "Handbook" by the University's Office of Public Affairs.

MONTANA

At the *University of Montana,* plans to deal with campus disruption have been worked out in some detail among the faculty and the administration in conjunction with local and state authorities. It has been determined, upon the advice of the Attorney General of the State of Montana, that the injunction is the proper legal tool to be used in the event of campus disruption, and the University has been assured by civil authorities that adequate force will be made available upon request in a timely manner to deal with any disruption which may occur.

Montana State University has developed procedures which will go into effect should the normal operation of the university be obstructed.

NEW HAMPSHIRE

At the *University of New Hampshire,* during 1968-69, when some kind of student disruption seemed possible, a group of interested faculty and administrators, all of whom had had direct contact with students, met to develop a policy for handling disturbances. This group proved to be invaluable in controversies which developed over recruiting by organizations such as Dow Chemical, CIA, and others. This group also helped formulate a plan which could be implemented in case of subsequent confrontations. That plan is currently being updated to take account of new issues and new personalities which have arisen in the course of this new academic year.

NEW JERSEY

The various colleges of *Rutgers University* have adopted specific and detailed policy statements on campus dissent, demonstrations and disruptions, spelling out the steps to be taken in case of disruption. As an example, Rutgers' University College has established a student-faculty-administration Committee on Campus Disruptions with the authority to deal with emergencies.

NEW MEXICO

As student disturbances increased on various campuses around the country last year, it was decided at *New Mexico State University* that additional policy statements of a specific nature were needed. Two such statements were adopted for use in case of disruption at NMSU. Both statements warn participants to desist and spell out the possible consequences they face. The first statement deals with the problem of students attempting to take over University buildings. The second concerns student sit-ins. Both have been publicized on campus.

The *University of New Mexico* developed a plan for dealing with violence on campus in 1966. It assigns responsibilities aimed at maintaining and/or restoring to various members of the university community, including the Student Body President. The student officer will also be consulted in decisions on appropriate steps to be taken following a demonstration.

NEW YORK

At the *State University of New York at Buffalo*, guidelines articulated by President Myerson outline procedures used since fall of 1968 in response to threatening disruption on campus. When disruption threatens, a student-faculty-administration special security task force and a student-faculty observer corps go into operation.

The task force is convened to maintain campus procedures. If disruption or violation increases rather than diminishes, the task force considers calling campus security guards. At the same time, the observer corps tries to provide a moral influence against the use of force. Should the problem go beyond the influence of the observers or the campus security agents, calling for outside law enforcement assistance is considered. A representative of the task force is to suggest to the outside police, if called, the importance of avoiding violence and actions against innocent persons. The security task force remains in session for further decisions. The observers remain prepared to serve as witnesses at any subsequent judicial procedings and to receive reports of any infringement of rights and liberties.

Cornell University President Dale Corson announced in September that he would appoint two committees, one representing students and the other faculty, to advise the administration in the event of campus disruptions involving public order. The committees will be developed "to meet quickly when a crisis is pending or has developed in order to provide the administration with assessments of student and faculty sentiment regarding both the situation confronting the University and the various courses of action which could be pursued at such times."

In September, 1969, *The City University of New York's* Administrative Council, composed of college presidents and the chancellor, passed a resolution calling for the establishment on each college campus of a consultative committee composed of elected representatives of the faculty and student body which would participate along with the college administration in formulating general policy guidelines in advance of emergency situations and which would be available for immediate consultation in emergency situations.

The resolution also called for the establishment of a university-wide consultative committee composed of representatives from each of the college consultative committees with university-level purposes and functions similar to those of the college committees. The chairman and vice chairman of the Faculty Senate, the chairman of the Student Advisory Council, and the chancellor serve ex officio on this university committee.

In the event of serious disruptive activity on a college campus, no action is taken until the above consultative procedures have been implemented except in extreme situations where it would be impossible to implement such procedures.

OHIO

At *Kent State University* last April 1, temporary restraining orders–which have been used at other colleges primarily to break up demonstrations–were used to enjoin certain persons from coming onto the campus. The persons were non-students who were major leaders of SDS and who took part in a demonstration at the Kent State Administration Building the previous day. Had they come on the campus, they would have been in contempt of court and subject to immediate arrest. The University is reported ready to use such orders again should the occasion arise.

Miami University has "planned for appropriate firmness, if necessary, in order to maintain order, according to President Phillip Shriver. "The Ohio legislature has provided adequately for state support to maintain order should such support be required. Provision has also been made for the utilization of court injunctions if necessary . . . We believe that we are adequately prepared for campus disorders and violence should such occur."

In a letter to all members of the university community this September, *Ohio University* President Claude R. Sowle warned that should disruption of normal campus operations occur, "I would have no choice but to use any and all means at my disposal to restore order and permit the University to return to its proper activities and pursuits."

Ohio State University administrators have adopted a set of procedures to be followed in the event of a disruption.

OKLAHOMA

In the event of a disturbance, officials at *Langston University* have developed a plan with which to deal with it. The plan has not been made public, but is known to the few key people who would be responsible for putting it into effect. It would subject disrupters to both university suspension and criminal arrest.

OREGON

Plans are in existence at *Oregon State University* to deal with all forms of disorder, with emphasis being placed on cooperative efforts by all members of the university community to resolve problems and forestall impending campus disruptions through the means of rational discussion. These plans were utilized in the summer of 1969 during a "sit-in" at the office of the Dean of Humanities and Social Sciences and provided an effective means to minimize the disturbance.

RHODE ISLAND

Guidelines adopted by the Board of Trustees of the *University of Rhode Island* call for a meeting between the president of the university or his designated representative and any probable protesting group or groups prior to a campus visit by a potentially controversial person.. Purpose of the meeting is to establish mutually agreeable arrangements.

The guidelines also prohibit demonstrations that block sight, hearing, access or egress, or otherwise interfere with the orderly conduct of an event being protested. To attain this objective, certain areas in which protest activity is prohibited may be defined in advance by mutual agreement between the University and the protesting parties.

A special university committee, representing the administration, the campus police force, the faculty, and the student body has been set up to formulate special rules and procedures in the event of a visit by a highly placed government official or highly controversial person.

SOUTH DAKOTA

In the event that action occurs on the *University of South Dakota* campus which interferes with the freedom of others, disruption of regular university activities, or destruction of property, university security officials are instructed to inform the offenders that they have a given time to disperse or they will be subject to arrest and possible suspension from the university.

TEXAS

A letter signed by Grover E. Murray, President of *Texas Tech University*, including ten key university regulations that were adopted by the College's Board of Directors in June 1968, is reproduced annually in the Code of Student Affairs, a copy of which is given each student each year at registration.

The regulations were carefully developed with legal counsel and are under constant review by the college's new resident legal counsel to ensure that Texas Tech is in a secure, legal position to take fast and effective action in the event of any destructive or disruptive activities on the campus.

Officials of the *University of Texas* system have "anticipated contingencies and set out certain procedures" for dealing with unrest.

UTAH

Utah State University's administration has plans for dealing with student interruption of university programs if these should occur.

VIRGINIA

Under detailed procedures worked out in the spring of 1968 by the University Council and Board of Visitors, *Virginia Polytechnic Institute* has specific plans for dealing with disruption. Persons involved in a disruptive act will be asked by the Director of Security to disperse immediately. Failure to respond when advised will lead to arrest. Following arrest, university actions with regard to those arrested will be held in abeyance until each case is resolved in the courts. In accordance with university policies, all students and staff members involved in disruptive activities will be held individually responsible for their actions.

WISCONSIN

The *University of Wisconsin* last summer developed plans for use in case of building occupations or violent demonstrations.

WYOMING

According to *University of Wyoming* President William D. Carlson, plans have been developed for use in case of disruptions, seizures, or other illegal actions.

POLICIES AND PRACTICES REGARDING POLICE

Realizing that the use of police on campus has in the past caused problems, a number of institutions have taken steps to coordinate their activities in advance with local and campus police authorities. A few examples of such activities, as well as policies on police involvement that have been adopted, are listed in this section. There are no doubt many similar examples but the OIR is simply listing those in its files. These activities further reflect the advance planning many institutions have engaged in to be sure they are prepared to deal with potential campus disruption.

ALABAMA

A plan developed by *Auburn University* in conference with Auburn City personnel includes specific provisions for the role of campus and city police. When an emergency situation exists, campus police will alert the city police who will position themselves as observers until called upon for assistance by campus police. Auburn's policy for campus disturbances specifies that accusers must be prepared to identify positively those accused of committing violent acts and to swear out warrants for their arrests.

ARKANSAS

At the *University of Arkansas*, appropriate University officials have been working closely with the county sheriff, the Mayor and Chief of Police of the city of Fayetteville, and other law enforcement officials in developing plans to handle disruptions. "We believe we have developed procedures which will be effective in maintaining control in the event of disturbances," says UA President David W. Mullins.

CALIFORNIA

The *University of California at Berkeley* is doubling its campus police force this year.

CONNECTICUT

The *University of Connecticut* has, in consultation with students, developed a working relationship with both on-campus and state authorities designed to provide for public safety and security.

GEORGIA

The *University of Georgia* has an established procedure for coordinating activities with local police. This is outlined in a memorandum of agreement involving the president of the university, the Public Safety Department, and the Division of Student Affairs.

MAINE

Noting that "the presence of uniformed officers at the scene of a student disturbance frequently incites the group to expanded action," the *University of Maine's*

Statement on Campus Disorder states that in general only the ranking or senior officer available on campus is authorized to call campus security forces. Exceptions are made "in the unlikely event that personal injury, bloodshed, fire or other destruction of public property occurs without prior warning so as to constitute an emergency situation."

MARYLAND

The *University of Maryland* this year expects increased participation by campus police in enforcing regulations. The campus police force has been doubled. The University also has a new supervisor of public safety and security and 47 security officers. The new director, who is 29 years old and holds a degree in criminology from Florida State University, hopes to foster a better relationship between his department and students. "I can react better to students because I haven't been out of college that long myself," he says.

MASSACHUSETTS

At *Massachusetts Institute of Technology* a general policy has been adopted for solving problems on campus without calling the police. All other avenues for solving the problem will be explored prior to calling in outside authorities.

MINNESOTA

At the *University of Minnesota* close coordination is maintained among the campus police, the administration, and city police.

MONTANA

Montana State University meets annually with representatives of the various law enforcement bodies to exchange ideas and information and to agree on practices. In extreme emergencies campus security will summon assistance from off-campus law enforcement bodies. Otherwise this is done only at the direction of the president or his representative.

At the *University of Montana,* repeated conferences have been held with the city administration and city police officials, as well as county enforcement officers and the County Attorney's office, and the office of the Attorney General of the State of Montana. Lines of communication have been established and alternative courses of action in response to possible situations have been explored at length.

NEBRASKA

The *University of Nebraska* has adopted a policy making clear that the institution "abhors the use of force as a method for settling disagreement and will always make exhaustive attempts to deal with issues by rational methods." When, however, such rational efforts prove ineffective or when imminent danger to life or property exists, more forceful methods shall be used to protect the rights and property of members of the community.

NEW JERSEY

Rutgers University policy is that violators will be dealt with by University authorities in all cases possible. But the president of the University or his designated representative has the right to call upon the civil authorities if he deems it necessary.

At the same time, through the efforts of its Security Department, Rutgers University has established good working relationships with all enforcement agencies which might be involved with campus disruptions. No such agency will "invade" any campus of the University unless invited or unless it has proper warrant, in which case university authorities are to be informed before the warrant is enforced.

NEW MEXICO

New Mexico State University reports that in the past year in particular and in the years before that, University officials have met on numerous occasions with the law enforcement personnel of the community and state. As a consequence, the University has a close working relationship with the local police, state police, and New Mexico National Guard. If disruption does occur, procedures are clear and well-planned. Officials hope there is no occasion to resort to force; but they also state that if force is necessary, they will act promptly and decisively. "Experience at other campuses tells us that prompt and decisive action is one of the important keys to the successful handling of student-caused disruption," says Phil S. Ambrose, Vice President-Student Affairs.

During the 1968–69 school year, conferences were held between the *University of New Mexico* and state and city police. It was decided that if the university required major police assistance, the president would contact off-campus security forces.

NORTH CAROLINA

The campus security force of the *University of North Carolina at Chapel Hill* has been strengthened during the past year. In addition, a detective agency is now providing night watchmen around residence halls occupied by women students. Excellent liaison exists between the campus security force and city and state police authorities in the event that additional police are needed on campus.

OREGON

Campus security personnel are appointed as peace officers by Oregon law and have authority to deal with all violations of the law or of university regulations. By university policy, however, they normally restrict their activities to campus traffic control and the enforcement of university regulations, with offenses that violate state or local laws being left to local law enforcement officers with whom the Campus Marshal maintains continuous liaison and coordination.

SOUTH DAKOTA

South Dakota State University has decided on procedures to be followed by administrators if an interruption occurs on the campus. First, either the president or the next in line of authority will appear and warn the students that they have five minutes to move. If they do not move in that time, the administration will act to bring in first of all the campus police, secondly the city police and highway patrol, and if that does not work, the National Guard. The president has outlined the procedure he will follow to his Board of Regents.

In the case of a disturbance of a critical nature in which police action would be required, a "command car" concept has been organized at the *University of South Dakota.* The President, the Director of Student Affairs, the Sheriff, the Chief of Campus Security, and the Chief of Police would ride together in this car. Any decisions made, therefore, would be representative of a combined opinion on action to be taken.

TEXAS

The *University of Texas at Austin* has increased its security force on all campuses this year "partly because we want to be ready for anything," says a spokesman. The force includes some 50 officers trained in FBI-sponsored schools for peace officers.

UTAH

The *Utah State University* administration has reviewed its relationship with local law enforcement officials in providing assistance if help is needed.

WISCONSIN

During the last year, the administrations of the Madison and Milwaukee campuses of the *University of Wisconsin* have not hesitated to invite the local police on their campuses whenever student demonstrations were likely to grow too large for the campus security forces to handle.

WYOMING

The *University of Wyoming* has conferred with city, county, and state officials concerning the roles of campus and off-campus police units in emergency situations.

POLICIES ON FIREARMS

In this section are examples of specific university policies in effect regarding the use and possession of firearms on the campus. In many cases these policies are part of an overall student code. In all of the examples that follow firearms are expressly banned from the campus. A majority of state universities have policies regulating firearms.

ALABAMA

At the *University of Alabama* possession of firearms or dangerous weapons is prohibited.

ARIZONA

Arizona State University's new code of conduct forbids "possession or use of any firearm, incendiary device or explosive, except in connection with a university-approved activity."

CONNECTICUT

The *University of Connecticut* for many years has explicitly prohibited the possession or use on its campus of firearms and other weapons defined by state statute to be dangerous. It also prohibits specifically a wide range of other dangerous materials and devices. A specific prohibition against firearms and dangerous weapons was also enacted a year ago by the Student Senate.

DELAWARE

The current Student Handbook of *Delaware State College* notes that "the use and/or storage of firearms, ammunition, or explosives of any kind in motor vehicles, buildings, or elsewhere on the college premises is prohibited. The possession or discharge of firearms, firecrackers, or any lethal weapon, the use of candles and starting a fire on the college premises are not permitted."

FLORIDA

Florida State University's new code of conduct lists as a specific violation "unauthorized possession or discharge on the FSU campus or property of ammunition, weapons, explosives, or fireworks."

GEORGIA

Students are prohibited from possessing firearms on *University of Georgia* property except with permission from the Department of Public Safety.

IOWA

The *University of Iowa's* Code of Student Life lists as an act of misconduct "use or possession of serviceable firearms, ammunition, explosives, fireworks, or other dangerous articles within any University building or University approved housing, on the campus, or at any University sponsored or supervised function or event, except in authorized facilities."

Iowa State University's "Code of the Student Community" states that students "shall not possess or use serviceable firearms, ammunition, explosives or other dangerous weapons or materials on the campus except as specifically described by the Department of Residence for purpose of storage, or as authorized by the chief of campus security or as authorized for instructional and research purposes."

KANSAS

At the *University of Kansas*, firearms may be carried only by "persons authorized to do so by the Chancellor or his designated representative." The University warns that "violation of this rule will result in immediate dismissal from the University."

MARYLAND

At the *University of Maryland*, 1969-70 University Regulations forbid the use or possession of fireworks or firearms.

MASSACHUSETTS

A new Massachusetts law bans all firearms on college and university campuses in the Commonwealth except for certain weapons required for security purposes by authorized personnel. This reinforces existing regulations at the *University of Massachusetts* and *Massachusetts Institute of Technology* banning firearms.

MINNESOTA

State statutes forbidding unauthorized firearms on state property apply to *University of Minnesota* students.

MONTANA

Students at *Montana State University* are permitted to have hunting rifles or shotguns. Gun rooms are provided in the residence halls where all guns and ammunition must be stored and signed in and out. No handguns are permitted. Concealed weapons are a violation of the law and campus regulation.

NEBRASKA

University of Nebraska students residing in residence halls are allowed to have firearms but they must store them in a central area. Special storage areas for firearms are provided on the first floor of each residence hall.

NEW HAMPSHIRE

The *University of New Hampshire's* "Student Rights and Rules Book" has for many years carried strict prohibitions against the keeping of "firearms, explosives and fireworks" in men's and women's residence halls and provides for confiscation of such materials and disciplinary action against the owner. During 1968–69, the University also developed and instituted policies which are designed to restrict the use of armed campus police officers. Under the new policy, campus police officers are not armed while they are performing routine traffic control duties or normal day-time patrols of the campus.

NEW JERSEY

Each of the several colleges of *Rutgers University* has had policies prohibiting firearms for at least 25 years. In addition, the New Jersey state legislature in 1969 passed a bill prohibiting unauthorized persons from possessing firearms while on the premises of an educational institution.

NEW YORK

Regulations adopted by the trustees of the *State University of New York* last summer include as prohibited conduct knowingly possessing upon university premises "any rifle, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the chief administrative officer whether or not a license to possess the same has been issued."

New regulations in effect this year at *Cornell University* contain this section dealing with firearms: "The possession, carrying, or use of firearms, including rifles and shotguns, ammunition, explosives, or other dangerous weapons, instruments, or substances in or upon University premises, except by law enforcement officers or except as specifically authorized by the University, is prohibited." Students may have such weapons on university property only by depositing them with the Division of Safety and Security for safekeeping until the students leave the city to go home.

Rules and regulations for the maintenance of public order adopted by the Board of Higher Education of *The City University of New York* contain a section on firearms which states:

"No individual shall have in his possession a rifle, shotgun or firearm or knowingly have in his possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution."

NORTH CAROLINA

The Consolidated University of North Carolina, and *North Carolina A & T State University* expressly forbids "the possession of bowie knives, dirks, daggers, loaded canes, sword canes, machetes, pistols, rifles, repeating rifles, shotguns, pump guns, or other firearms or explosives upon any University campus or in any University-owned or operated facility, unless explicity permitted by the appropriate Chancellor or his designated representative in writing." Violation of this prohibition is grounds for suspension from the University.

SOUTH DAKOTA

The use of firearms or the possession of firearms on any state-owned property within the *University of South Dakota* campus is prohibited.

TENNESSEE

Following an incident in which a student was injured at *Tennessee State University,* President Andrew P. Torrence issued a firm memorandum to all students of the university, in which he cited the university policy with reference to firearms. The policy states that the possession of any type of firearms, long knives, pellet guns, or any other type of weapons or firecrackers is prohibited on campus. The president warned that the policy would be rigidly enforced and that violation of the policy is grounds for immediate expulsion from the university.

The *University of Tennessee* lists in its standards of conduct as a category of misconduct for which students are subject to discipline "possession, while on University-owned or controlled property or at University-sponsored or supervised activities, of any weapons such as, but not limited to, rifles, shotguns, ammunition, handguns and air guns, including explosives such as firecrackers, etc., unless authorized in writing by the Superintendent of Safety and Security."

TEXAS

Rules of the *University of Texas System* include a section which quotes the state law making it unlawful to interfere with the normal activities of any institution of higher education by "exhibiting or using or threatening to exhibit or use a firearm."

VIRGINIA

At the *University of Virginia* the possession, storage, and use of any kind of ammunition, firearms, fireworks, explosives, air rifles, or air pistols on university property, in fraternity houses, and on fraternity property, is prohibited.

WASHINGTON

A new gun control policy at *Washington State University* provides for locked storage of all student-owned guns in residence halls or the Safety Building. The policy was recommended by the student-faculty Student Affairs Advisory Committee.

WEST VIRGINIA

Possession of firearms, firecrackers, or other explosives on university property, including in university-supervised residence halls, has long been prohibited at *West Virginia University*. This regulation is clearly spelled out in a new Student Handbook published in 1969.

WISCONSIN

Regent regulations applicable to all campuses of the *University of Wisconsin* prohibit carrying or using firearms on university property with certain exceptions.

WYOMING

University of Wyoming regulations forbid the possession of firearms, incendiary devices, or explosives within university buildings or university housing

"There is a growing danger that the protest and demonstrations of the student activists will turn large segments of the public against both students and the institutions of learning and will result in a reluctance to provide the support–both moral and financial–on which higher education depends. . . . Though this activity results from the activity of only a small minority and is in part a misinterpretation of the evidence, it provides fuel for the anti-intellectualism and antagonism toward the world of scholarship that has always been an underlying fact of American life. Educators cannot safely ignore the threat, because higher learning in America cannot prosper without public support."

-- Dr. Paul Woodring
The Higher Learning in America

"The student disrupter in the advanced countries is more a product of affluence, security and a certain sense of boredom than of poverty or a sense of danger. In the developing countries it is the other way around. But in both cases, it results from a failure of society to live up to its promises.

"Much of the talk about a generation gap is exaggerated and misses the point–which is whether a university prepares one to build a new and better world or merely to fit into an old and inadequate world."

– William C. Olson
Associate Director of Humanities and Social Sciences
Rockefeller Foundation

"Many of the issues raised by the current generation were raised by their predecessors. There are notable differences of course, but academe has never been a completely contented or halcyon environment. For this we can all be thankful."

– President John W. Lederle
University of Massachusetts

"I mean to be entirely serious, when I say that in sorting out of the responsibilities and authorities of the modern university presidency, we are dealing with considerations that affect profoundly the whole fabric of democratic government as we have known it. We are concerned with governing a free society, knowing that the freer it is, the more difficult it will be to govern and knowing too, that if it cannot be governed it cannot be free."

– President Homer D. Babbidge, Jr.
University of Connecticut

"When we fail to appreciate the potential of the youth of America, we will be selling both them and our nation short. Youth has always dissented . . . complete agreement would lead to the cessation of progress. . . . We are facing the onslaught of the largest numbers and most talented young people that have yet enrolled at American colleges and universities."

– President H. M. Briggs
South Dakota State University

MEMBERS OF THE NATIONAL ASSOCIATION OF STATE UNIVERSITIES & LAND-GRANT COLLEGES

The National Association of State Universities and Land-Grant Colleges is composed of 113 major state universities and land-grant institutions located in all 50 states, Puerto Rico and the District of Columbia. In the membership are 13 major campuses of member multi-campus universities. Sixty-nine of the members are land-grant institutions and these are designated by an asterisk. NASULGC institutions enroll nearly 30 percent of all students in higher education in the nation and are the nation's major source of advanced and professional degrees and research activities.

ALABAMA
*Alabama A&M College
*Auburn University
University of Alabama
ALASKA
*University of Alaska
ARIZONA
Arizona State University
*University of Arizona
ARKANSAS
*Agricultural, Mechanical, & Normal College
*University of Arkansas
CALIFORNIA
*University of California
University of California at Berkeley
University of California at Davis
University of California at Los Angeles

COLORADO
*Colorado State University
University of Colorado
CONNECTICUT
*University of Connecticut
*Connecticut Agricultural Experiment Station
DELAWARE
*Delaware State College
*University of Delaware

DISTRICT OF COLUMBIA
*Federal City College
FLORIDA
*Florida A&M University
Florida State University
*University of Florida
GEORGIA
*Fort Valley State College
Georgia Institute of Technology
*University of Georgia
HAWAII
*University of Hawaii
IDAHO
*University of Idaho
ILLINOIS
Southern Illinois University
*University of Illinois
INDIANA
Indiana University
*Purdue University

IOWA
*Iowa State University
University of Iowa
KANSAS
*Kansas State University
University of Kansas
KENTUCKY
*Kentucky State College
*University of Kentucky

LOUISIANA
*Louisiana State University
*Southern University
MAINE
*University of Maine
University of Maine at Portland

MARYLAND
*Maryland State College
*University of Maryland
MASSACHUSETTS
*Massachusetts Institute of Technology
*University of Massachusetts
MICHIGAN
*Michigan State University
University of Michigan
Wayne State University
MINNESOTA
*University of Minnesota
MISSISSIPPI
*Alcorn A&M College
*Mississippi State University
University of Mississippi
MISSOURI
*Lincoln University
*University of Missouri
MONTANA
*Montana State University
University of Montana
NEBRASKA
*University of Nebraska
NEVADA
*University of Nevada
University of Nevada at Reno
NEW HAMPSHIRE
*University of New Hampshire
NEW JERSEY
*Rutgers, The State University of New Jersey
NEW MEXICO
*New Mexico State University
University of New Mexico
NEW YORK
City University of New York
*Cornell University
State University of New York
State University of New York at Albany
State University of New York at Binghamton
State University of New York at Buffalo
State University of New York at Stony Brook
NORTH CAROLINA
*North Carolina Agricultural and Technical State University
*North Carolina State University
University of North Carolina
University of North Carolina at Chapel Hill

NORTH DAKOTA
*North Dakota State University
University of North Dakota
OHIO
Kent State University
Miami University
*Ohio State University
Ohio University
OKLAHOMA
*Langston University
*Oklahoma State University
University of Oklahoma
OREGON
*Oregon State University
University of Oregon
PENNSYLVANIA
*Pennsylvania State University
PUERTO RICO
*University of Puerto Rico
RHODE ISLAND
*University of Rhode Island
SOUTH CAROLINA
*Clemson University
*South Carolina State College
University of South Carolina
SOUTH DAKOTA
*South Dakota State University
University of South Dakota
TENNESSEE
*Tennessee A&I State University
*University of Tennessee
TEXAS
*Prairie View A&M College
*Texas A&M University
Texas Southern University
Texas Technological College
University of Houston
University of Texas System
University of Texas at Austin
UTAH
*Utah State University
University of Utah
VERMONT
*University of Vermont
VIRGINIA
University of Virginia
*Virginia Polytechnic Institute
*Virginia State College
WASHINGTON
University of Washington
*Washington State University
WEST VIRGINIA
*West Virginia University
WISCONSIN
*The University of Wisconsin
University of Wisconsin at Madison
WYOMING
*University of Wyoming

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*Land-Grant Institution